



**FOCUS ON
INNOVATIVE PRACTICES
IN TEACHER AND TRAINER
TRAINING IN THE
MEDITERRANEAN REGION**



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**INNOVATIVE PRACTICES
IN TEACHER AND TRAINER TRAINING
IN THE MEDITERRANEAN REGION**

*Prepared by Borhène Chakroun
ETF, 2003*

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu.int>).

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ACKNOWLEDGMENTS

The present paper is a synthesis of nine national reports on Algeria, Morocco, Tunisia, Egypt, Israel, Jordan, Lebanon, Palestine and Syria and two cross-regional reports (Maghreb and Mashrek). It contains certain passages from the latter report. The reader should refer to these reports to obtain further details. The national reports were written respectively by Messrs Salah

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INTRODUCTION

The analysis of teacher and trainer training in the field of vocational education and training in the Mediterranean region has been implemented following a request from the members of the ETF Advisory Forum. This topic was subject to discussion during the ETF's Advisory Forum Regional Group Conference held in June 2001 in Rabat, Morocco.

The members of the ETF Advisory Forum have a convergent approach to the problem which, according to them, must be integrated at the regional level. It is in this spirit that a new development project has been included in the ETF's Work Programme. The objective of the project is to contribute to the improvement of the quality and relevance of teacher and trainer training (TTT) in the Mediterranean region. It consists of the realisation and delivery of country and regional specific analyses on the major challenges, orientations and examples of good practice in teacher and trainer training to the national authorities and to the international donors.

The trainer training not only concerns the trainer in the classical sense of the word as a provider of knowledge, but it implies many actors at different levels, for example policy makers, trainer trainers, higher education training institutions, research and documentation centres specialised in trainer training, representatives of social partners, companies, and trainer associations.

In the broader sense, the trainer concept includes teachers from technical education and teachers from initial and continuing vocational education and training (private and public). The trainer concept also includes trainers for in-service training, trainers in specialised institutes and in other organisations that are not part of the education and training system (for example company supervisors or tutors). The term 'trainer' is therefore used throughout the text to embrace all these typologies. These various groups of skilled workers involved in the VET system are designated as 'VET professionals'.

1. SOCIOECONOMIC CONTEXT

1

The economies of the Mediterranean countries are in the process of change and 'in transition' towards an open market economy. The private sector is developing and businesses must stay competitive in order to survive. The State is taking a less exclusive and specific position. At present, the question is how this transition can be

carried out without negative social consequences and instead be to the benefit of the entire national community. Education and training play a fundamental part in this connection, and more specifically, leads to reform of the vocational training systems.

2. VOCATIONAL EDUCATION AND TRAINING SYSTEMS

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The reports from the Mediterranean countries showed that in each country, the vocational education and training system for the main public institution is 'under reform'. The VET system has allowed education and vocational training to develop and, up to a point, to respond to the requirements of the labour market.

Vocational training is structured similarly in all Mediterranean countries:

- it is based on a network of public institutions controlled by the minister responsible for education and/or vocational training, either directly or through an independent organisation;
- there are public institutions controlled by other ministries (agriculture, industry, health, youth and sports, and tourism),

which originally principally trained second-line government employees;

- a training sector made up of private institutions has been established more recently;
- some public and private enterprises have training centres.

In some countries (Tunisia, Morocco and Jordan) comprehensive reform strategies are being implemented. The main objectives of these reforms are the establishment of a demand-driven VET system with an emphasis on quality, effectiveness and efficiency. A small number of countries such as Morocco and Jordan have made thorough policy declarations on the need to improve the qualifications of teachers and trainers.

3. OCCUPATIONS

3

The typology of training occupations and staff regulations are most clearly expressed in the public sector, particularly under the ministry responsible for education and/or vocational training. The widest category is, of course, that of trainers.

As mentioned above, there are also staff members who provide the trainers with various kinds of support.

- In *vocational training centres*: Director, Bursar, Training Coordinator (called Technical and Educational Assistant in Algeria, Work Superintendent or Director of Studies in certain Moroccan institutions, and Technical Coordinator in Tunisia), Training Coordinator of the section or department, and occasionally, General Supervisor. Sometimes these staff members also carry out training.
- In *training institutions* for trainers: namely trainer training.

- *Tutors who work in business*, and are involved in business-based training, particularly apprenticeship schemes.
- *Outside the institutions*, to carry out what could be called a regulatory function (encouragement, assessment, organisation, monitoring and advice). These are mainly inspectors.
- There are also the *educational scientists* who analyse vocational contexts and situations, identify requirements in terms of skills, and design and plan training programmes. They also monitor the preparation of the trainer training programmes and take part in their implementation.

In our studies we concentrated on the vocational teachers and trainers. In some country reports we also presented tutor training schemes (Egypt, Tunisia and Jordan).

Job description of an Engineering Trainer and Expert at the PVTD Training Centre for Automation Engineering (TCAE) in Cairo

Grade or level:	3
Job type:	Engineering
Job title:	Engineering Trainer/Expert

General job description

This job is within the General Administration Unit of TCAE. It specialises in the practical training and theoretical teaching of full-time students and students on external courses.

Job duties and responsibilities

- The job holder will work under the direct supervision of the unit's head who, in turn, works under the supervision of the department's manager.
- The job holder will be responsible for the following:
 - i) the practical training and theoretical teaching of full-time students;
 - ii) the practical training and theoretical teaching of students on external courses;
 - iii) participating in setting and evaluating exams (both practical and theoretical) and participating in productivity training;
 - iv) technical assistance in operating machines and translating foreign books and catalogues;
 - v) preparation of tools of instruction and technical drawings, and overseeing their use during training;
 - vi) carrying out any associated tasks that are delegated to him/her.

Qualifications

- Certificate of Higher Education in Engineering
- Successful pass of the required tests
- Practical work experience

4. RECRUITMENT AND ADMISSION RESPONSIBILITIES AND REQUIREMENTS

4.1 ADMINISTRATIVE LEVELS OF EMPLOYING AUTHORITY¹

The analysis of the level of responsibility for employing trainers shows that the employing authority can be located at one of two main levels. In most countries where trainers are public servants, their employer is situated either at central government level (the ministries responsible to VET) or

at intermediate level (a VET authority or agency). In most Mediterranean countries VET institutions are not legal entities and therefore are not directly responsible for the appointment and payment of teachers' salaries. In practice, this means that to a greater or lesser extent human resources management is not the responsibility of VET institutions' directors.

Algeria	Morocco	Tunisia	Egypt	Jordan	Syria	Lebanon	Palestine	Israel
▲	■	■	▲	▲■	▲	■	▲	▲

- ▲ *Central government employment authority*
 ■ *Intermediate level employment authority*

¹ The term 'employing authority' refers to the authority directly responsible for appointing trainers and ensuring payment of trainers' salaries.

4.2 RECRUITMENT CONDITIONS AND REQUIREMENTS

The level of professionalism amongst trainers is a difficult issue. In the public sector the academic recruitment level is high, but more often than not those recruited lack work experience. Competitive examinations do not seem to guarantee technical competence. It is not certain whether academic qualifications alone can guarantee this, still less an aptitude for teaching. Therefore, the quality of the trainers depends in the first place on the initial training that follows recruitment

and then on the assessment at the end of the probationary period which leads to permanent status.

For non-permanent personnel, such as the part-timers, it is often their first job and they do not have access either to initial or advanced training courses. The situation is particularly worrying in the private sector where training is rarely given and where there are many part-timers.

Teachers and trainers in most Mediterranean countries, particularly in the Mashrek region, are underpaid and in some cases undervalued socially.

5. TEACHER AND TRAINER TRAINING INSTITUTIONS

5

Teacher and trainer training systems across the Mediterranean region are varied, with most Mashrek countries offering some training through their general university and college network.

In Maghreb countries universities do not offer specialised vocational teacher and trainer courses. Vocational training operators take responsibility for the initial and continuing training of the personnel they have recruited. The primary recruitment route seems to be through the attainment of a degree qualification. In each country, the principal public institutions have their own trainer training system. Generally, the trainer training institutions also carry out other functions. It is for this reason that CENAFFIF in Tunisia contains educational science (mainly curricula design) in its actual title. Similarly, in Algeria the network formed by the IFPs and the INFP is responsible for curricula development and, more broadly, for educational science.

There are also some private institutions that from time to time provide training to trainers working in public and private enterprises (such as in Lebanon and Tunisia).

In Algeria during the 1970s, at the time when the requirements in terms of trainers were relatively low, the initial technical and educational training of personnel in the vocational training sector was carried out by a single structure, the National Vocational Training Institute (INFP). In the mid-1980s the increase in the number of VET institutions led the public authorities to introduce a trainer training scheme, conducted by six vocational training institutes (IFPs). These institutes are organised as a network, along with the INFP, which remains responsible for training executives and for educational science. The network is two-dimensional in the sense that i) each IFP covers a geographical area encompassing 80 to 85 institutions, and ii) each IFP specialises in two or three occupational fields.

INNOVATIVE PRACTICES IN TEACHER AND TRAINER TRAINING IN THE MEDITERRANEAN REGION

In Morocco the situation varies according to the ministries involved in vocational education and training. For the Vocational Training and Work Promotion Office (OFPPT), trainers' technical training is conducted by the Skill Development Centres (Centre de développement des compétences). At present it appears that no initial trainer training exists outside the OFPPT.

In Tunisia there are three main public TTT institutions.

- i) The National Centre for Trainer Training and Educational Science (CENAFFIF), serving mainly the Tunisian Agency for Vocational Training (ATFP). It also works for other smaller institutions (ministries of the Interior, of Defence, and businesses).
- ii) The National Agricultural Educational and Continuing Training Institute in Sidi Thabet under the Agricultural Advisory and Training Centre (AVFA).
- iii) The Higher Institute for the Hotel Industry and Tourism in Sidi Dhrif conducting trainer training for the Tunisian National Tourist Office. The initial role of this Institute is, however, the provision of initial training for the hotel industry and tourism. In addition, private institutions provide trainer training which is mainly intended for large public and private enterprises which have training departments as part of their management of human resources.

In Syria the Ministry of Education has five specialised training centres in the Bassel Al Assad geographical region with comparatively long one-year courses. The Ministry of Higher Education colleges offer one-year courses in pedagogy leading to a diploma.

In Palestine bi-lateral support from Germany has led to the foundation of the Training of Trainers Institute (ToTI), a semi-government institute with the task of developing the Palestinian economy by way of institutionalising the human resources development.

In Lebanon the main public institution is the National Pedagogic Institute (IPNET) whose roles include:

- i) preparing candidates to become teachers in VET public and private schools;
- ii) training VET public and private school teachers and upgrading their skills and competences;
- iii) undertaking pedagogic studies for the development and improvement of VET teaching methods.

IPNET operates from two independent sites in the Greater Beirut area (one within the Dekwaneh technical education complex, and the other within the Bir Hassan complex). The juridical framework of IPNET has not changed since its establishment in 1964 and both sites are run similarly to other technical institutes in the public VET sector. The two IPNET sites offer courses and degrees beyond the *Licence d'enseignement technique* (LET) degree, which allows its holder to teach at technical schools. These include the *Licence technique* (LT) and *Technicien supérieur* (TS) degrees in several fields.

In Jordan a Training and Development Institute (TDI) was established in 1982 with the mission to train trainers and supervisors using up-to-date methods and materials, and to provide consultancy services. The main services of TDI include pre-service training for trainers, in-service TT, pre-service and in-service supervisor training, and consultancy and research for businesses. The Testing and Training Institute (TTI) provides up-dated training for trainers and upgrading for technical specialists.

In Israel there are 49 teacher training institutes. Of these, only two colleges and one university train for technological subjects. The main training institute for trainers is MOFET, part of the Educational Staff Training Department of the Ministry of Education. MOFET is an umbrella organisation whose activities are connected with the teacher training institutes. Its programmes include professional specialisation for teacher trainers, pedagogy, teaching of disciplines,

5. TEACHER AND TRAINER TRAINING INSTITUTIONS

and academic pedagogic management. The institute premises are in Tel Aviv and teacher trainers go there from all over the country. The Government Institute for Technological Training is responsible for training technicians and practical engineers. Most of the teachers in these colleges are technology specialists and industry employees, and most of the training courses are on pedagogic issues relating to theories of teaching.

All of the trainer training providers **in Egypt** are in the public sector. The Ministry of Education has several institutions for training teachers and developing material. The Ministry of Higher Education also has three industrial education colleges graduating technical teachers and instructors. They are located in Cairo, Beni-Suef and Suez. Under a project funded by the African Development Bank, the Centre for Technical Information on Industrial Education and Training was established in Shobra for training teachers within the three-year Technical Secondary Schools. The centre trains for 10 specialist areas of technology which include machining, electrics and electronics, industrial control, ready-made garments, automotive and tractors, air conditioning and refrigeration. Thousands have been trained, mainly on six-week courses. In 6 October area, the MoE inaugurated a magnificent institute for training teachers.

One of the most renowned institutions is the Instructors Training Institute (ITI) owned by the Productivity and Vocational Training Department (PVTD) in the Ministry of Industry and Technological Development. After the establishment of ITI in 1964, PVTD trainers used to attend 10-month pre-service training on both pedagogical and practical topics. The institution used to have a good reputation for training trainers and teachers from other ministries and countries. It is currently under renovation which is being funded by the SFD and the GTZ. It will be known as the Staff Training Institute (STI) and incorporate, in addition to trainer training, the training of administrative and management staff.

There are two instructor training institutes affiliated to the training centres of the Ministry of Housing and Reconstruction. The first, situated in Gisir El Suez in Cairo, has the capacity for 300 trainees per shift and provides basic courses in practical as well as pedagogical disciplines lasting over a four-month period. Despite its good reputation the centre is under-utilised. The second institute is located in 10th of Ramadan City. Again it has the capacity for 300 trainees per shift, offering more specialised and advanced courses of two months duration. The centre has a special department for training material, where trainers are instructed on how to use and produce training material and aids. The centre also produces television films, videos, slides and other material.

Presentation of MOFET, the Israeli TTT institution

The MOFET Institute is an umbrella body whose activities are connected to the training institutes, both at institutional and personal level.

The following guidelines are the basis of the activities of the MOFET Institute.

1. Professional specialisation for teacher trainers. The specialisation programme takes place in three tracks:
 - i) specialisation studies in pedagogic instruction;
 - ii) specialisation studies in the teaching of disciplines;
 - iii) specialisation studies in academic pedagogic management.
2. Conferences include:
 - i) one-day seminars;
 - ii) residential service training;
 - iii) discussion platforms – lectures and debates on dilemmas in teacher training;
 - iv) educational visits to teacher training colleges to present trainees with special aspects of the host institute;
 - v) forums to represent a framework for people in similar positions in teacher training colleges, such as college principals, internship coordinators, science study coordinators, mathematics coordinators, and coordinators of excellence programmes (27 forums in total).
3. Research Authority and Inter College Research Committee. The main aim is to foster research and scientific activity among educators and teachers involved in the teacher training process.
4. 'Dapim' (Pages), a journal for study, research and teaching in teacher training.
5. Inter-College Communications Network. The communications network was set up in 1994 and is part of the Internet. Today 28 academic teacher training colleges are connected to the network.
6. Publishing books and teaching units. There is a working team of teacher trainers from the colleges engaged in developing books and teaching units.
7. Overseas contacts division. This offers its services to teacher trainers in Israel and abroad in the following fields:
 - i) assistance in making contact between Israeli researchers and researchers in the rest of the world (the address of the database is:
<http://english.macam.ac.il/database.html>);
 - ii) personal hosting of professionals in relevant fields from around the world;
 - iii) producing a bulletin in English entitled *In Touch with MOFET*, offering information on what is happening in the MOFET Institute.

6. TEACHER AND TRAINER TRAINING SCHEMES

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6.1 PRE-SERVICE

The provision of pre-service training for trainers and teachers varies considerably across the region. In some countries the provision of pre-service training for trainers and teachers is not even a requirement at present and almost non-existent. Where it does take place it is often working to a curriculum that does not adequately reflect the needs of the country or the trainee trainer/teacher. Most of the training covers the specialist subjects, but not many cover the pedagogic needs.

In Algeria permanent trainers in the public sector receive educational training when they begin their jobs. This training is compulsory in order for them to be accepted after their probationary service period of nine months. The vocational training institutes (IFPs) plan the initial educational training courses and at the beginning of each year send timetables to each vocational training directorate in the relevant geographical area. These

directorates are then responsible for registering their trainee trainers for the course that appears to be the most appropriate. They sometimes decide to defer training by several months in order to overcome urgent deficiencies, with the result that trainers have to teach without the necessary preparation. This situation often leads to trainers acquiring on-the-job educational reactions that are subsequently difficult to correct. This is in addition to changes in the timetables of the institutes, which further accentuate the delays in entering training.

The educational training lasts for 12 weeks for PEPs and 24 weeks for PSEPs. It is organised in block release sessions between the IFP and the institution, and comprises two stages.

- The first stage, the content of which is identical for both categories of trainer, is devoted to the acquisition of basic educational knowledge and lesson simulations. It takes place at the IFP.

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- Experienced trainers in the relevant institutions provide the second stage, lasting from 2 to 12 weeks depending upon the category. During this time, the PEPs prepare a course report and the PSEPs, a training completion project. The project topics are left to the initiative of the trainee trainers and can be educational, instructional or technical in content.

In Morocco at present, only the OFPPT organises trainers' initial training. Before being allocated to an institution, the new trainers go through a skills assessment and then, for between 9 and 12 months, they receive educational and technical training based on the terms of reference of their jobs, as well as a period of practical application in an institution.

Some 64% of the public sector trainers at present in office (mainly those of the OFPPT) have had initial training of an educational nature.

In Tunisia trainer training in the two principal public institutions – the ATFP and the AVFA – is very organised. However, training in the tourism sector (involving 100 or so trainers) is embryonic as a result of the fact that, until recently, it was subcontracted abroad.

Since the establishment of the CENAFFIF, trainer training activity has expanded considerably. From 1993 to 2000 training initiatives involved 7 563 participants, and trainers were allowed to take up several of these initiatives. This figure is to be compared with the 2 100 trainers in the ATFP, which has increased five-fold during the last seven years. In addition, the number of participants in training initiatives increased from 113 in 1993 to 1 479 in 2000. Two-thirds have received educational training and one-third, technical training. The duration of the training tends to increase in relation to the skills required and the trainees' prior knowledge. In some sectors it can last for 16 months. The CENAFFIF also organises training sessions for apprenticeship advisors and those in the field of educational science. It is also beginning to offer training designed for enterprise tutors,

thanks to the financial support of international organisations. So far approximately 300 tutors have been trained.

At the time of recruitment by the ATFP, trainers receive long-term training (6 to 12 months) which includes courses in the centres and within businesses. Some working trainers can take advantage of all or part of this training when their own training has been inadequate. The mass recruitment carried out in the past has resulted in the CENAFFIF providing technical and educational training for trainers with insufficient experience in the vocational and educational fields. The duration of the initial educational training programme is 390 hours. The programme is divided into modules.

CENAFFIF educational training modular programme

- Module 1:** The trainer's job and educational training
- Module 2:** Introduction to the educational psychology approach
- Module 3:** Communication in the vocational environment
- Module 4:** Introduction to information and communications technology
- Module 5:** The training programme and accompanying documents (curricula)
- Module 6:** Assessment of the trainees' knowledge
- Module 7:** Preparation of a training follow-up
- Module 8:** Presentation of a training follow-up
- Module 9:** Monitoring trainees during in-service training using support equipment
- Module 10:** Integration within the working environment (in vocational institutions)

In Syria the government-funded training lasts for two years. Their curriculum covers general and basic science subjects and range between 20 to 30% of weekly teaching hours. The same ratio applies to technological studies, with 40 to 60% of the time devoted to specialised subjects. Teaching hours range between a minimum of 32 and maximum of 36 per week. Only three of the 46 teachers are involved in curriculum development. Teachers are

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graduates from either universities or intermediate institutes. Traditional methods are standard for teaching these courses and a heavy dependence is placed on students to 'learn-by-heart'.

The assessment for graduates from intermediate institutes is in two parts – examinations and work experience. For the exam the standard pass level for practical applications is 60%, while 50% is required for each technological and general subject. Students are allowed a second chance after which they are 'fired'. Absenteeism of more than 25% constitutes a failure. As regards work experience, the students must spend a month training 'on-the-job' in a business (the ministry running the VET system co-operates with the institute in ensuring places in either public or private firms). Institutes are responsible for student supervision during the 'enterprise-based' training and certificates will only be issued on satisfactory completion of this phase as well as the examination pass.

In Palestine the provision of pre-service training is not yet in place either privately or publicly. ToTI will assume responsibility after the in-service programme is accomplished. It is foreseen that ToTI will use the same approach and curricula as deployed for the new employees of the VET system.

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

In Israel pre-service teacher training is mostly funded by the government as well as through the tuition fees of the students. Pre-service training is open to all who satisfy the criteria, which include the National Matriculation Certificate and the National Screening Examination for those who apply for Bachelor of Education degree. There is also pre-service teacher training for those who hold an academic

degree and wish to graduate with a teaching certificate, or as retraining for practical engineers. In addition, each institute may require additional admission criteria, which could be the case for a specialisation programme.

6.2 IN-SERVICE TRAINING

Provision of in-service training varies across the region. Almost all countries offer in-service training opportunities to their trainers although the way in which this training is designed and organised, as well as the accessibility to this training, differ from one country to the next. In-service training is also far from being a professional obligation.

In Jordan, Tunisia, Morocco and Israel in-service training is extensive, comprehensive and varied. In Egypt and Algeria it is more ad hoc and subject to the availability of funds. In Syria there is only training to those who are working in VET institutions under the Ministry of Education. In Lebanon training takes place from time to time when there is a) new or changed curricula, or b) external funds made available. In Palestine the system of in-service training is implemented by more than one organisation, while the main ToTI programme is still in its infancy.

In most countries of the Mediterranean region participation by teachers and trainers in continuing training is voluntary. There would appear to be no established process for selection of participants for in-service training, the emphasis being more on the initiative of the individual trainer to apply. In Israel and in Egypt training authorities try to motivate trainee registration on courses through payment of full wages/expenses or offering an increase in salary for successful completion. Programmes are usually paid for in full by the sponsoring government department.

Individuals are rarely asked what their training needs are. Institutions usually determine the topics and curricula of training programmes, and the training on offer is almost entirely on pedagogical subjects.

INNOVATIVE PRACTICES IN TEACHER AND TRAINER TRAINING IN THE MEDITERRANEAN REGION

Most training is held in the established training centres, although on occasion it may be designed and conducted in the workplace. The range of training methods varies from the traditional (lectures) to a range of different, participatory methods for the minority.

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

In most Mediterranean countries, in-service trainer training initiatives are isolated and intermittent. A number of advanced training initiatives are supply-driven. Furthermore, the schemes introduced do not lead to a certification of skills, and successful completion of training is not automatically recognised.

The management of trainer training too often follows bureaucratic methods which do not encourage professionalism or the development of relationships between customer and supplier. The methodology necessary for identifying requirements and setting them out in programmes is either inadequate or nonexistent. The initiatives are rarely assessed, which makes analysis of the results and effectiveness of the training difficult. Even though there are striking exceptions, the economic world is more often than not left out of the process of training trainers.

However, in some countries (Tunisia, Morocco and Jordan) the standards upon which trainer training for occupation can be based, have now been defined. There are also some innovative pilot projects where the training of trainers is linked with the economic world.

In Algeria advanced technical and educational courses intended for trainers in-service are planned by the vocational training institutes. These annually publish a guide for each programmed course, specifying its topic and duration, and the

period in which it will be conducted. This guide is then distributed to the vocational training directorates which are responsible for registering trainees in each administrative area (wilaya). The trainers can register for topics of their choice without any prior condition. Many register for several topics. However, the planned improved programme is far from ready and a significant level of absenteeism has been noted during the courses. A survey carried out in the Alger wilaya during 2000 revealed that 12% of trainers entered the advanced educational courses but the attendance ratio amounted to scarcely half of those registered. In addition, the groups are very mixed which, according to those running the courses, causes serious difficulties.

However, since 2000 the programme has been strengthened by organised courses during the summer holidays. In the first year 2 500 trainers were able to take part, including trainers working in the private institutions.

The courses, which last for one or two weeks, are almost always residential at the vocational training institutes. Courses held outside the institutes are still an exception. At the end of each course a certificate is issued to each participant. These courses were once used for promotion through the use of aptitude lists, but this form of promotion has now been replaced by tests and competitive examinations, which is doubtless one reason for the loss of interest in these advanced courses.

The topics for the technical courses generally relate to programmes taught by trainers in their institutions. They are chosen by the training institutes but this is done without in-depth study and, more particularly, without taking account of the recommendations made by the inspectors who visit the institutions. The content of the advanced educational course is often the same as for initial educational training, but supplemented by topics linked with the new information and communication technologies.

In Morocco, during the last three years only 27% of trainers have had advanced

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training, while advanced technical training has become more popular (62% of trainees) than advanced educational training (38%).

The main topics covered in advanced training are general education (20% of participants) and communication techniques (16%), while effort is being made with regard to in-service training and programme preparation (7 to 8% of participants). The skills approach is a priority for the ministry responsible for vocational training, but at present there is only a modest effort made to train trainers (0.2% of trainees).

The OFPPT conducts the most significant and organised programmes. Its training programme is prepared each year using skills assessments. The Department of Youth and Sport draws up a training programme based on regional demand. Knowledge of this demand enables it to set up 10 training initiatives, each lasting seven days and accommodating approximately 25 trainees (for a total of approximately 350 permanent and 220 part-time trainers). In other public institutions continuing training is intermittent where it exists at all. It consists more often than not of short-term initiatives. The ministry responsible for vocational training is, however, seeking to ensure that those in charge are aware of the need for a trainer training policy. In the last two years it has financed initiatives for six of these institutions.

A new in-service trainer training model in Morocco

Morocco has a well-established vocational training system. The principal operator is the Vocational Training and Job Promotion Agency (OFPPT) which comes under the responsibility of the Ministry of Employment, Vocational Training, Social Development and Solidarity. OFPPT runs around 150 VET centres, employing a total of 6 000 trainers. The challenge in the VET system is the lack of pedagogical training for staff; 37% of these 6 000 teachers do not have a pedagogical teacher training qualification.

Standards for vocational occupations have now been defined on a competency-based approach. Curricula have to be implemented by trainers and are thus considered as one of the bases for teacher and trainer initial and advanced training.

The process

Trainers go through a skills assessment based on their job profile. As a result, a teacher and trainer training information system have been established which covers all aspects of TTT and allows staff to collect, process and retrieve relevant data about trainers.

Training

Teacher and trainer training consists of three main components:

- basic and specialised technological training;
- educational training;
- training within businesses (in some cases).

Organisation

TTT is a networked operation:

- a network of training centres (centres of excellence) for technological training and to introduce the occupation of trainer;
- a network of businesses involved in TTT;
- a network of trainer trainers and resources.

Assessment

A multiple assessment process has been implemented and covers:

- assessment of the scheme;
- assessment of the trainees;
- assessment of the scheme by the trainees.

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In Tunisia, for a long time the CENAFFIF has called upon foreign institutions for technical training, particularly the Adult Vocational Training Association (AFPA) in France, following which it diversified its service providers. Nowadays, this type of training is mainly carried out in Tunisia itself. The technical training initiatives are usually of short duration, except retraining in, for example, the clothing, leather, footwear, wood and furnishing sectors. For initial training, programmes are prepared on the basis of ATFP trainer recruitment programmes. For continuing training, they are based firstly on requirements expressed by the trainers and secondly on the new skills required for programmes to be run in the centres. Since 2000 the CENAFFIF has developed an experimental approach enabling it to implement these advanced technical training programmes.

Training sessions for business tutors last only one or two days. They relate to the presentation of the vocational training system and in-service training methods (block release or apprenticeships), communications and human relationships within the tutorial scheme, and the function of tutor training. Its purpose is to ensure that the participants are able to identify the legal bases of in-service training and the roles of the various participants in the training, to use working situations as training situations and to assess the trainees' knowledge. The vocational institutions take part by offering guidance, but unfortunately, the success of most of the initiatives is prejudiced by a low level of business involvement. The attendance rate is also lower than desired. In addition, until now it has not really been possible to assess the impact of tutors' training upon the quality of training of apprentices within the business environment.

At the National Institute for Agricultural Education and Continuing Training (INPFCA) educational training is designed for in-service trainers. It lasts for two weeks and its content comprises three parts: i) the preparation of a modular vocational training programme, ii) the implementation of a modular vocational training programme, and iii) the production and use of teaching materials. The technical training offered

covers four fields: agricultural techniques, fishery techniques, the environment and management. Two other fields (information technology and health and safety at work) were added to the 2001–02 programme. The duration of a training session varies from three to five days. The institute directs its initiatives in accordance with the programme to improve agricultural and fishery training, to develop new training courses and to develop cooperation between the trainers and the departments concerned. During 2000, 165 trainers from a total of 425 took part in the various advanced technical and educational training actions.

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

In the public sector in-service training occurs from time to time upon the written instructions of the Minister of Education and Higher Education. This is authorised when there is a revision or development of curricula. In-service training also depends on the availability of external finances earmarked for the purpose. Needs analysis does not take place as a pre-cursor to training, but is decided entirely by IPNET management.

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

In Israel in-service training is extensive, comprehensive and varied. Government ministries display a very positive attitude

6. TEACHER AND TRAINER TRAINING SCHEMES

towards updating teachers and trainers. Indeed they encourage and promote this training by offering a salary increment for those who successfully complete the studies. The assessment criteria are that the participant must be present for 80% of the course and must meet all the pedagogical requirements of the training course, including an exam or project paper. The training on offer is open to all teachers and trainers, with fairly flexible screening (i.e. possession of the necessary preliminary knowledge). The government provides a large proportion of the funding for the training. There are a wide variety of public and private institutions that provide the in-service training, however they must all go through a rigorous authorisation process by the Ministry of Education. The training topics are divided into two areas:

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

The teachers have 80% of the vote when determining which topics are covered while Ministry of Education headquarters control just 20%. The training would seem to be well monitored by the authorities.

In Syria in-service training is mostly devoted to an initial pedagogical qualification. Teachers and trainers enter the profession through graduation from university or intermediate institutes, after which they are required to complete a one-year qualification in pedagogy. (There are 27 000 teachers not yet pedagogically qualified, and at the current rate of qualification each year it will take 13 years to complete.) One motivation for teachers to register for this training is full payment of their salaries during their study with a further increase upon qualification. The trainee teachers are evaluated by a committee who observes and compares them against a list of nine criteria, which includes attendance, teaching capacity, participation in activities outside the class, commitment to rules and regulations,

relationship with training providers, lesson planning, participation in discussions, and feedback from other colleagues/instructors. The training methods followed are traditional.

Another type of in-service training is that for IT teachers who attend a nine-month IT course. In addition to these programmes there are also courses arranged for upgrading the technical knowledge of vocational teachers and directors working with IT.

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

In Egypt training is very traditional and unsystematic in its provision, with training usually provided on an ad hoc basis or whenever external funding is available. There is no real training needs assessment system. Where in-service training is provided it is usually limited to technical topics and to application. Trainees are motivated to register on courses by payment of full wages/expenses or an increase in salary upon successful completion. In the Mubarak Kohl Initiative they try to select the most suitable teachers

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offered by the MoE and then train them. During their service they are exposed to a lot of pedagogical training through their German partners GTZ. As part of a new initiative within in-service training the National Skill Standards Project (NSSP) has trained a number of master trainers (77 in all) who will instruct other trainers through a systematic set of comprehensive competencies.

In Palestine in-service training is implemented by more than one organisation. The main programme is one that ToTI embarked upon which aims to train all trainers in the VET system under a programme that takes almost two years to complete. Trainers who successfully finish the programme will be granted a Professional Diploma accredited by the Ministry of Higher Education. The other providers of in-service training are UNRWA, UNESCO, the Department of Education and the Institute of Education. UNRWA has implemented programmes in both the West Bank and in Gaza. The assessment includes attendance, participation, tests, written examination and observation.

Conclusion

The provision of in-service training in many countries of the region has its limitations. The selection of individuals to attend training programmes would appear to be

very haphazard, mainly relying on individuals to apply on their own initiative. In-service training is an essential development for teachers and trainers, and promotion methods (payment of salaries) as used in Egypt and Israel are laudable.

Teachers and trainers can learn a significant amount from watching their trainers in practice. This experience would appear to have distinct limitations in many of the countries, as the training methods being used by their trainers are often restricted to the traditional method of lecture. Too often attendance is used as the principal assessment method. Assessment needs to be made more objective and be concerned with the teacher/trainer skills and their application in practice.

There is a strong need for a systematic process of in-service training with the purpose of continually developing the skills and knowledge of the trainer/teacher population, to develop and improve the curricula design and adopt new and modern methods of training. This training needs to be available and even be mandatory for all teachers and trainers throughout their career. With this kind of professionalism their standards and the quality of their trainees will rise, so that they can face the challenges of the global economy with confidence.

7. FUNDING

7

Funding of trainer and teacher training institutions is not always clearly identified as a separate budget, but is often included as civil service employee expenditure and therefore funded by the government. The specific costs of training trainers are not easy to identify. In many countries EU and other international donors are currently engaged in projects covering all aspects of the VET system.

The financing of the public trainer training institutions does not make account of the specific nature of this service or of its present importance. In some cases, the criteria for allocation of budget credits are based solely on the number of trainers

trained, in the same way as for the vocational training centres. In other cases, the budget is not defined by taking account of the planned workload of the institution concerned, but rather in accordance with the budget for the previous year which is then increased by a given percentage (3 to 4%). In addition, the institutions have little management independence. As a result, the costs of trainer training are poorly identified and rarely set apart in the institutions' budgets.

The support of foreign fund sponsors is an appreciated addition that enables targeted initiatives to be carried out.

8. QUALITY OF TEACHER AND TRAINER TRAINING SCHEMES

8

The reports from some countries have highlighted areas of strength in the quality and relevance of their teacher and trainer training. It is these strengths that will need to be built upon in order to develop the systems further.

Strengths

In Tunisia, TTT activity has expanded considerably since the establishment of the CENAFFIF. Many interesting initiatives have been undertaken, including detailed trainer job descriptions, competency-based training programmes, needs assessment based on an individual's *bilan de compétences*, and training of tutors (workers involved in apprenticeship and *alternance* schemes) in partnership with federations.

In Morocco, TTT is well developed within the OFPPT. Regular needs assessment is conducted leading to multi-annual TTT programmes. Training of tutors is also implemented within the dual system

scheme (*alternance*). For the private VET sector, some interesting initiatives have been implemented within the framework of the private VET sector upgrading strategy. The OFPPT initiative to implement a certification mechanism for trainers is also a vital asset in the professionalisation of trainers.

In Algeria, the existence of the TTT network (IFPs and INFP) is an asset for further TTT development. Some interesting initiatives have been undertaken, including training of trainers in the field of information technology, the establishment by the Ministry for Vocational Training of 'group resources' for each IFP which are responsible for multiplying this kind of training, and finally enabling institutions to be recognised as 'Certified Technical Education Centres'.

In Lebanon there are many strengths and much potential in the current teacher and trainer training system. These include dedicated trainers (although small in

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

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

- Many groups including desk trainers, training officers, training coordinators, training managers, instructional developers and vocational counsellors have benefited from TDI in-service training.
- Training planning, implementing and evaluating of training courses are well organised and documented. Since 2000 TDI has been certified according to ISO 9002.
- The training environment and its facilities have been specifically designed for the purpose and are regarded as conducive to learning.
- TDI have the skills to conduct a training analysis upon request and tailor courses accordingly.

In Palestine the major strength has been in the work of the ToTI, which is the result of a cooperation programme between the Palestinian National Authority and the German Government. In three years they have achieved much in an ambitious programme:

- a database of training institutions;
- a pedagogical teacher training syllabus;
- 4, out of 17, training syllabi for the principals were prepared;
- the accreditation and acceptance of nearly 60 institutions into the network;
- a pilot trainer training programme started in Ramallah in March 2002;
- other seven training programmes to follow in other main areas.

In Israel, noteworthy innovation and quality of service include:

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

In Egypt, the MoE has recently inaugurated the Mubarak Educational City, a magnificent institute with excellent facilities for training teachers. Another particularly useful initiative has been the National Skills Standards Project (NSSP) which is aiming to establish a national system of skills standards in various sectors. It includes a comprehensive 13-function approach to the Effective Design of Training Programmes. The project has already trained some 77 master trainers (trainers of trainers).

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

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

Weaknesses

A key weakness is that the management and organisation of trainer training would appear to be inadequate and in need of urgent attention. In this regard the weaknesses **in Lebanon** include the near

8. QUALITY OF TEACHER AND TRAINER TRAINING SCHEMES

absence of an overall strategy and a lack of emphasis on the importance of trainer training in order to improve the quality and efficiency of vocational training and education. However, there are at present no specific professional levels/ranks and related standards for TVET trainers.

In Israel the ministries in charge of training trainers are more concerned with the level of education of their trainees than with the quality of their teaching and expertise in the discipline.

In Palestine the weaknesses are very much related to the political situation and the acute lack of resources and infrastructure to ensure management and organisation of training.

In Syria there are no specialised colleges for qualifying vocational teachers, and the intermediate institutes do not provide pedagogical qualifications.

In Egypt the direct management of the VTCs distance themselves from the 'shop-floor' circumstances and from the needs of the business community.

Furthermore, the high-level policy makers are even more distant to, and lack comprehension of, the real-life situation.

In Tunisia a survey conducted by the Ministry of Vocational Training underlines the absence of a management and supervision system to support the evaluation of efficiency and effectiveness of training. Moreover, trainers interviewed revealed that information about training of trainers is not widely circulated. They complained that information received on TTT programmes is rather scarce.

In Algeria the TTT pre-service training has changed little during the last 10 years and TTT in-service programmes have benefited only a very small number of trainers. Moreover, most courses are held in total isolation from the working environment.

In Morocco, outside the OFPPT which has a formalised and organised mechanism for providing trainers with initial and in-service training, other components of the vocational training system lack a clear trainer training strategy.

9. STRATEGIES OF CURRENT GOVERNMENTS

9

Many strategies and initiatives have been undertaken or planned for trainer training.

In Algeria the government programme for vocational training, when defining the priority objectives and the strategies implemented, points out:

‘The improvement in the level of trainer qualification depends upon a vast programme of advanced training, upgrading and retraining working trainers. This will run intensively for a period of five years and will then become permanent. It will also revise the educational programmes in force in the trainer training establishments, raise the level of educational requirements for internal and external recruitment and organise immersion courses in the working world. The higher education institutions will form a contribution, as well as bilateral and multilateral cooperation programmes.’ (August 2000)

In Morocco increased trainer professionalism is a major concern for the leaders of the public vocational training institutes. The vocational training ministries, at the suggestion of those responsible for vocational training, are trying to introduce continuing training schemes. The establishment of a national trainer training centre is one of the planned solutions.

In addition, legislation lays down training requirements for trainers in the private sector and these should be effective from 2003. With this in mind, the ministry responsible for vocational training has recently prepared terms of reference for the job of trainer in private vocational training, and has planned advanced training initiatives.

In Tunisia the trainer training strategy arises from the objectives of the MANFORME programme (1996 to 2004), particularly its component relating to strengthening the quality and quantity of

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training to bring it into line with demand in terms of business skills. It is based specifically on 'training trainers in the public and private institutions to meet the requirements of the new curricula developed by the CENAFFIF'.

Various initiatives have been introduced.

- Intensification of the initiatives designed for new trainers and, in part, for those already working. These initiatives are organised by the CENAFFIF and directed jointly with the ATEP for the purpose of respecting the project timetables for designing or restructuring the vocational training centres. Some 6 297 people took part between the beginning in 1997 and 2000.
- Standardisation of the training occupations, accompanied by the establishment of a unit directing this standardisation under the technical direction of the CENAFFIF, as well as new procedures for managing this training (see box 'CENAFFIF educational training modular programme').
- Preparations for the establishment of a pole of excellence, named FORMAPOLE, in educational science and trainer training. This project is aimed at providing the national vocational training system with a structure and expertise capable of supporting the relevant reform.

A new collection of objectives and initiatives is contained within the framework of the Tenth Economic and Social Development Plan (2002 to 2006). This relates, in particular, to:

- training trainers for the purpose of enhancing and consolidating skills acquired in the fields of both in-service training and the skills approach, the objective being the annual training of 500 tutors and 500 trainers in the field of in-service training, and 500 trainers in the field of the skills approach;
- training trainers in the field of new information and communications technologies so that they can master these technologies, become involved in wider skills networks and distribute these techniques to trainees;

- consolidating the CENAFFIF's experience and expertise in order to instruct educational scientists and trainer trainers;
- networking the trainer training and educational science institutions, and including this network in a much wider international network.

In Syria the teacher and trainer training strategy was formulated on the education system strategy, *Features of the educational strategy in the Syrian Arab Republic 2000–20*, which was developed by the Ministry of Education in 2000. The Ministry of Education's vision considers the following objectives and actions:

- i) establishment of a national teacher and trainer training institute;
- ii) preparation and qualification of trainers to be on a trilateral basis with a pedagogical, cultural and psychological scope;
- iii) training of teachers and motivation to prepare them to adopt a continuous education attitude through modern means (computer, internet, CDs), also by reading technical brochures and technology books;
- iv) establishment of electronic and scientific libraries in each school or institute, as well as establishment of a research and development centre to follow up teacher upgrading and set up a future vision for the training process;
- v) staff promotion to be linked periodically to the presentation of projects by a specified candidate;
- vi) cooperation with industrial sectors to improve the skills of the teachers and their experience by training them on production lines in different factories;
- vii) organisation of more tour studies for teachers both inside and outside the country;
- viii) exchange of experience between teachers and in-company trainers and engineers;
- ix) improving the social and financial standing of TVET teachers in proportion to the tasks and duties they are entitled to perform; this shall be accomplished by providing not only financial incentives but also the correct recognition.

In Lebanon, in early 2002, the Ministry of Education and Higher Education undertook the drafting of a VET sector strategy framework for Lebanon upon the request of the World Bank. 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 as follows.

- 'Instructional quality will be ensured through introducing quality teachers and trainers to the system with relevant practical work experience'.
- 'Emphasis will be on the establishment and development of national standards for VET graduates, teachers, facilities, curricula, inputs and outputs'.
- 'Training as an ongoing process providing national manpower with flexibility needed to adapt to advances in technology, will be strongly supported'.
- 'The establishment of National Training Centres will be introduced to the system to serve education, industries, communities and the national economy.'

The 'Human Resources Development Strategy in Jordan' approved by the cabinet on 21 November 1998 and published by NCHRD (publication No 66) included the following strategic orientations: i) to establish a comprehensive system for preparing and upgrading TVET trainers, and ii) to build the capacity of the National Trainers Training Institute (NTTI), currently still in the establishment stage.

In Israel the report of the committee for 'teacher training in Israel in changing times' that was submitted to the Ministry of Education contains two recommendations for the development of teacher training institutions. One recommendation is to promote M.Ed. studies at teacher training academic colleges. The presence of M.Ed. studies will be based on academic structures and infrastructures (faculty, screening, libraries and other means) that are standard features of academic institutions. This will be in accordance with the procedures of the Council for Higher

Education and subject to the Budget and Planning Committee. The second recommendation is to establish a teacher training authority in the Ministry of Education. Every teacher training institution will require a standard credential that will be granted by the authority. Establishment of the authority requires special legislation and allocation of resources.

Conclusion

Despite their number these strategies are not the result of a genuine strategic analysis of the problem of developing vocational training in general and VET human resources in particular. In fact, trainer training occupies only a small place within the strategies for developing vocational training. Trainers are expected to implement reform without consultation. No country report mentioned that their input was solicited on any occasion when decisions or changes had to be made.

The reasons for this situation can be found where the conservative and the modernist trends collide. Behind the statements on the importance of trainer training is the resistance to change on the part of the institutions and their staff. Therefore, policy leaders have difficulty in approaching this issue. There is also the competency-based approach, based around the following line of reasoning:

The vocational training system is at the service of the productive sector. It is the employers' responsibility to define the skills they need. The training system can then prepare programmes and resources to produce these skills. Amongst these resources are human resources. They must be trained to teach the programmes.

This mechanical line of reasoning does not aid the professional image of the vocational training system. The 'human resources' are not inert. Staff members play a part at all levels, and success depends upon their willingness and commitment. The productive sector is therefore not only at the service of the employers but also of the workers and the national community, and its performance depends on this. As a

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result it is necessary to find a common ground between the viewpoints of these various partners, which can be difficult during a period of rapid change. Training must aim to assist in reaching such a common ground. As far as training itself is concerned, the trainees are not formed of inert material to be moulded, but are participants. Here again, a common ground must be found between the trainers, the trainees and the content. The trainers must be trained to construct this, and in this respect, they are educational scientists rather than skill producers. They must be

aware of the requirements of businesses, workers and the national community, as well as the aspirations of the trainees.

Therefore, they need an opening into the economy and society, and they need the tools to find the common ground that underlies the training. This then provides the guidelines for the trainers' training, of which they in turn are the participants, in the same way as they are also participants in the development of vocational training. It is on this basis that one can speak of trainer professionalism.

10. STRATEGIC TARGETS IN THE MEDITERRANEAN REGION

10

10.1 COMMON ISSUES TO BE ADDRESSED

Changed mission of VET institutions

Various political (decentralisation) and organisational (autonomy) considerations and trends have a direct impact on VET institutional management. VET institution managers and teaching staff are facing the question of how to organise their VET institution to serve a much broader clientele (SMEs and large businesses) and individuals (young and adult) with a wide range of interests (initial and continuing training).

Lack of skills

Some skills which are necessary to ensure that the vocational training systems attain new objectives are rare amongst working trainers and VET professionals in general. It is no longer sufficient for trainers to possess educational skills; they also need technical, organisational and training

management skills. These are needed for the introduction of new programmes (with consequential physical and educational adjustments), the management of in-service training, the design and organisation of continuing training, and the evaluation and recognition of skills acquired within the working environment.

Relationship with the productive sector

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

Absence of an evaluation system

It is difficult to reach any decision regarding the effectiveness of the training initiatives in the Mediterranean region due to the lack of assessment either of the results

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obtained or the improvement in the trainers' performances. VET systems lack mechanisms to evaluate cost-to-benefit, quality, and outcome of trainers' training. Moreover, there are no system-wide data on teachers and trainers.

10.2 STRATEGIC TARGETS

With reference to the above analysis of the trainer training practices in the Mediterranean countries, a number of strategic targets become apparent.

- The professionalisation of teachers and trainers in accordance with criteria and processes that retain the specific nature of the job of trainer. Mediterranean countries should therefore consider the upgrading of the professional status of trainers and consider the impact that it will have on the organisation and the direction of VET.
- A process of strategic planning for trainer training to make collective responsibility (the ministry responsible for vocational training, other training departments, representatives of the private training sector, both sides of industry, and training personnel) possible to develop so as to provide greater coherence in terms of objectives, programmes and initiatives.
- Within the vocational training system, questions should be asked concerning the multiplicity of trainer training institutions, which is more closely connected with historic heritage than with the present-day development of the economy and employment. Making the existing institutions work as a 'network' could be a productive starting point.
- Since the private sector plays a significant part in most VET systems, it is necessary to ensure that its trainers receive both initial and continuing training.
- Trainer training also calls for a transition from a supply philosophy to a demand philosophy through the introduction of occupational standards, tools for needs assessment, discussion between the participants and partners, and assessment of initiatives. In addition, trainer training should be related to the 'working world', in terms both of its design and its performance. Continuing training programmes should also be devised to enable teachers and trainers to carry out their new functions within reformed (or under reform) VET systems to encompass organisation and planning, training of various target groups according to various training schemes, curricula design and implementation, evaluation and so on.
- Change is also necessary in the methods used for trainer training. Specifically, this will be made possible by developing information and communication technologies in the trainer training institutions in order to diversify the methods of training (for example, through distance learning) to improve their educational effectiveness and to encourage trainers to disseminate the techniques.

CONCLUSION

This study shows great similarities in the challenges and few differences in trainer training schemes in the Mediterranean countries. It also shows that there are interesting initiatives that should be disseminated further which would justify an increased level of exchange and cooperation in this field. A Mediterranean network in the field of training teachers and trainers could support knowledge sharing between different Mediterranean countries. It should group together TTT institutions in

the Mediterranean countries and aim to construct a framework for debate and action in the field of TTT at national and regional levels. It should establish national and regional common frameworks of reference for the changes taking place in teacher and trainer training and training occupations, and link actors and institutions in the Mediterranean countries with international TTT communities.

LIST OF ACRONYMS AND ABBREVIATIONS

ATFP	Agence tunisienne de la formation professionnelle (Tunisian Agency for Vocational Training)
AVFA	Agence de vulgarisation et de formation agricole (Agricultural Advisory and Training Centre) – Tunisia
CBTC	Community-Based Training Centres
CENAFFIF	Centre national de formation de formateurs et d'ingénierie de formation (National Centre for the Training of Trainers and Educational Science) – Tunisia
DGVTE	Director General of Vocational and Technical Education – Lebanon
GTZ	Gesellschaft für Technische Zusammenarbeit
IFP	Instituts de formation professionnelle : organismes de formation de formateurs (Vocational Training Institutes: Trainer Training Institutions (six)) – Algeria
INFP	Institut national de la formation professionnelle : organisme chargé de la formation des cadres et de l'ingénierie pédagogique (National Vocational Training Institute: Executive Training and Educational Science) – Algeria
INPFCA	Institut national pédagogique et de formation continue agricole (National Agricultural Educational and Continuing Training Institute) – Tunisia
IPNET	Institut pédagogique national de l'enseignement technique – Lebanon
ITI	Instructors Training Institute
MANFORME	Programme de mise à niveau de la formation professionnelle et de l'emploi (Programme to Upgrade Vocational Training and Employment) – Tunisia
MEHE	Ministry of Education and Higher Education – Lebanon
MLSA	Ministry of Labour and Social Affairs – Syria
MoE	Ministry of Education
MOFET	Institute for Curriculum Planning and Teacher Training – Israel
MoHE	Ministry of Higher Education
NGO	Non governmental organisation
NSSP	National Skill Standards Project – Egypt
NTA	National Training Authority – Jordan
NTTI	National Trainers Training Institute – Jordan

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OFPPT	Office de la formation professionnelle et de la promotion du travail (Vocational Training and Job Promotion Service) – Morocco
PEP	Professeurs d'enseignement professionnel (Vocational Trainers, lower level) – Algeria
PSEP	Professeurs spécialisés d'enseignement professionnel (Specialist Vocational Trainers, higher level) – Algeria
PVTD	Productivity and Vocational Training Department
SCHRDT	Supreme Council for Human Resource Development and Training – Egypt
SFD	Social Fund for Development
SMBSP	Small and Medium Business Support Programme
SME	Small and medium-sized enterprise
SSI	Sector Specific Institutions
TDI	Training and Development Institute – Israel
ToTI	Training of Trainers Institute – Palestine
TSS	Technical secondary schools
TTI	Testing and Training Institute
TTT	Teacher and trainer training
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNRWA	United Nations Relief and Works Agency
VET	Vocational education and training
VTC	Vocational Training Corporation