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Policies and Practices on TVET Teachers and Instructors in the Arab Region

A Regional Study

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UNESCO

Kinshasa, 27 November 2013



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Task Force on Teachers

- The International Task Force on Teachers for Education for All
 - Created at the EFA High Level Group Meeting (Oslo, 2008) to speed up towards EFA goals.
 - Respond to teacher challenges: **policy gap**, **capacity gap**, **financing gap**



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- UNESCO

- The TVET Strategy (181 EX/Decision 8)

- ① Provision of upstream policy advice and capacity development
- ② Conceptual clarification of skills development and improvement of monitoring
- ③ Acting as a clearing house and informing global debate

- The Third International Congress on TVET (Shanghai 2012)

- Shanghai Consensus called for developing policies and frameworks for professionalizing TVET staff

- TVET Arab Regional Expert Meeting (Muscat 2012)

- highlighted the importance of teaching and learning process



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This study

- Joint initiative by
 - The Task Force on teachers for EFA
 - The UNESCO Section for TVET
 - The UNEVOC International Centre in Bonn
 - The Regional Bureau – Beirut

Pilot countries:

Algeria, Bahrain, Egypt, Jordan, Lebanon, Morocco, Oman,
Saudi Arabia, The United Arab Emirates, Tunisia



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Main issues

–Teacher quality and sustainability

TVET considered as second-choice, lower quality alternative to general education

-> develop and implement evidence-based teacher policies and strategies (pre- and in-service training for teachers and instructors, recruitment, deployment, continuing professional development, living and working conditions, etc.)

-Career management

-> qualification, non-academic experience, assessment, career paths and progress, etc.



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Related Project

The World Bank: the System Assessment and Benchmarking for Education Results (SABER) Programme

-Main focus is on a survey of the current status of teachers (in general) and education policies at primary and secondary levels

The current study focuses on TVET teachers

- TVET for economic growth, youth employment
- The diversity of TVET delivery modes and programmes
- Emphasis on field research on teacher policies
- Range from secondary and post-secondary to tertiary levels, including non-formal TVET and work-based programmes e.g. apprenticeship



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Objectives

- **Policy objective:** An up-to-date account and analysis of existing TVET teacher and instructor training and career management policies and practices and an indication of likely regional trends and challenges
- **Cooperation objective:** A framework for comparison of the prevailing practices, highlighting similarities and differences, in order to pave the way for the development of collaboration and partnership at regional level among countries and institutions of the Arab region and beyond



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Results and outputs

- **Result 1:** Better understanding of prevailing policies and practices on Teachers and Instructors in Arab region
- **Result 2:** Strengthened national capacities of participating countries for the development and implementation of evidence-based teacher and instructor training and career management policies and practices
- **Result 3:** Enhanced regional cooperation in the area of TVET teachers and instructors
- **Outputs:** 10 country reports and 1 synthesis report on Policies and Practices on TVET Teachers and Instructors in the region, and a network of policy-makers and practitioners



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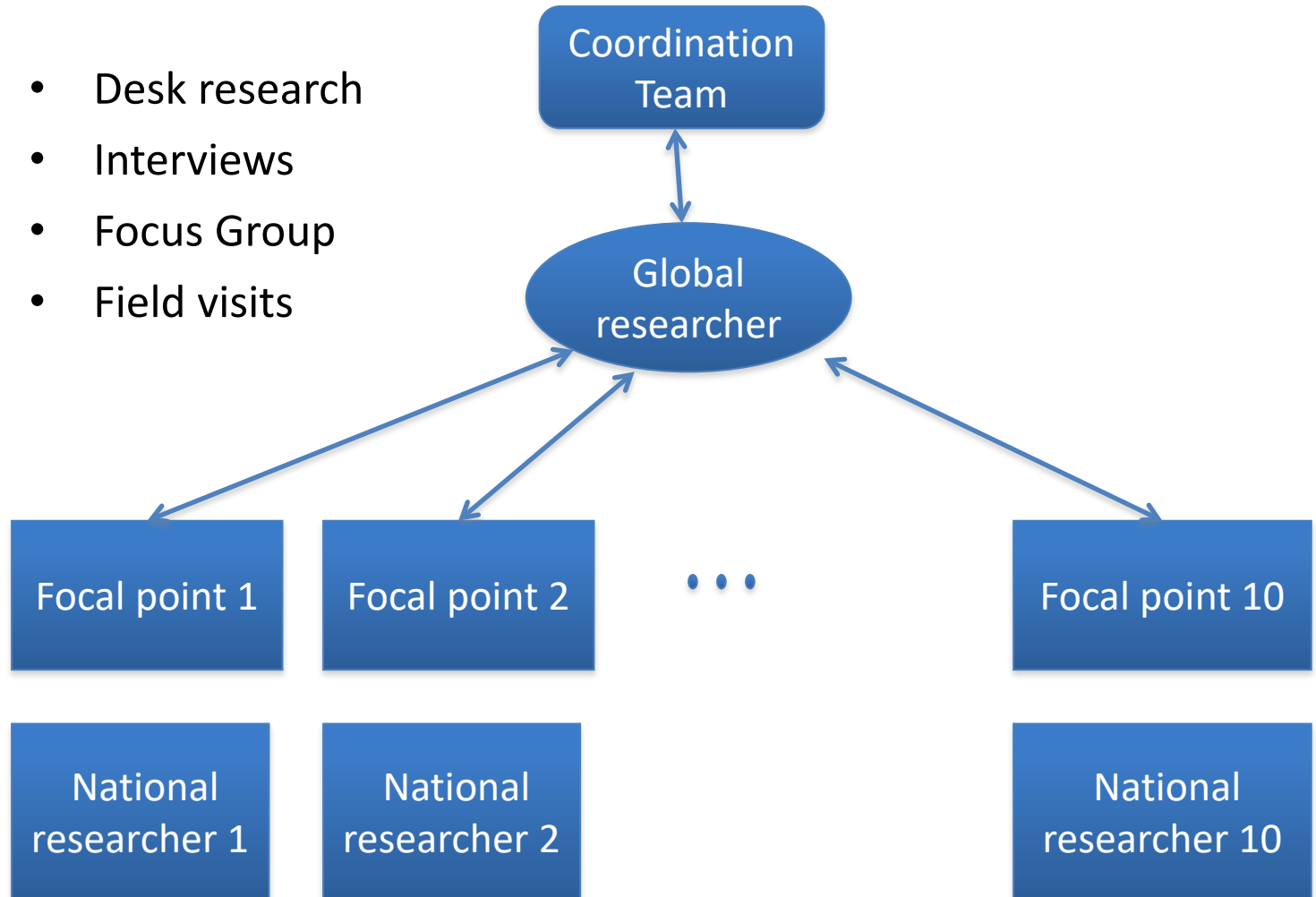
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Overall approach

- Desk research
- Interviews
- Focus Group
- Field visits





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Key findings

- Employment is changing and workers need new competences, e.g. IT skills, English, higher technical and scientific skills
 - > the curricula and qualifications for TVET should change
 - > teachers and instructors require a changed pedagogical capability
 - > changes in Teacher and Instructor Training (TIT) are needed to improve career prospects, making the TVET teaching profession more attractive and competitive.



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Key findings

- **TIT provision lacks coherence:** different institutions are funded and administered through different channels and they operate different systems of credentials and quality assurance.
 - > Difficult for both teachers/instructors and TVET employers to understand and value TIT.
 - > Difficult for policy makers to measure the adequacy of TIT in relation to training needs and to steer the development of TIT.
- General concerns that TIT does not perform well enough to give teachers and instructors an up to date understanding of **practice in enterprises**.



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Key findings

- The study suggests that a successful **strategy** for TVET teacher and instructor development will include:
 - > gap analysis of volumes and specialisms of TVET teachers and instructors by sector
 - > a qualifications strategy
 - > measures to address the status and rewards of TVET teachers and instructors
 - > quality assurance processes
 - > realistic and transparent process for the governance and funding of TIT institutions



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Key findings

- **Professionalism** is a key resource for the maintenance and improvement of standards and the encouragement of research, innovation and collaboration.
 - > can raise the social status of teachers and instructors and advancing citizenship and community participation.
 - > A professional ladder (e.g. in Egypt and Jordan) offers a route for a professional career, recognises achievement, motivates teachers and instructors, and reinforces shared values and behaviours.



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Key findings

- Establishing **pre-service training** for TVET teachers and instructors is a fundamental strategy for securing the right mixture of technical, instructional and broader competences necessary for successful TVET teachers.
 - > Challenging for smaller countries where the status of TVET teachers and instructors is low and it is difficult to recruit the volumes of trainees necessary to offer high quality programmes.



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Key findings

- Pre-service and in-service training for **trainers working outside of schools**, in training centres and enterprises, is relatively underdeveloped.
- There is considerable potential for the development and sharing of **e-learning** resources for TIT nationally and across the region.



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Thank you!