



## INCEPTION WORKSHOP ON POLICIES AND PRACTICES ON TVET TEACHERS AND INSTRUCTORS IN THE ARAB REGION

19<sup>th</sup>-20<sup>th</sup> February

Final Report



**DAY 1:**  
**19<sup>TH</sup> FEBRUARY 2013**

First session (9.30-10.30)

**1. Welcome and introductory remarks :**

Edem Adubra, Head of the International Task Force on Teachers for EFA (Task Force) Secretariat

Mr. Edem Adubra, Head of the Secretariat of the International Task Force on Teachers for EFA, welcomed all the participants. He made a brief introduction of the Task Force, insisting on its core mission: addressing three aspects of teacher challenges: policy gap, capacity gap, and financing gap.

He then explained that the study is part of a series of regional studies on teacher policies around the world initiated by the Task Force. It follows previous projects carried out on English-speaking Africa and Asia, and an on-going one on French-speaking Africa. For the current study on Arab States, the focus is specifically put on TVET teachers and instructors. Skills for youth and adults also being included in EFA goals, it is important to document countries' strategies on TVET teachers, too. The study is a joint initiative undertaken by the Task Force in collaboration with three entities of UNESCO: the TVET Section, the UNEVOC International Centre and the Regional Bureau – Beirut. It is taking place after the 3<sup>rd</sup> TVET Congress held in Shanghai, which made recommendations targeting the teaching profession in this sub-sector in order to enhance the relevance of programmes for youth employability and the labour market.

Mr. Adubra finally invited participating countries to mobilize the countries from the Arab Region to engage more actively with the Task Force, as this is the only region, which currently has no representation on the Task Force Steering Committee.

**2. Overview of the study, rationale and aims of workshop:**

Yuxin Deng, Section for Technical and Vocational Education and Training, UNESCO

Mr. Yuxin Deng from the UNESCO Section for TVET gave a brief overview of the study. He introduced some background information that relates the current study to the goals of the International Task Force on teachers and the UNESCO's recent progress in implementing its TVET strategy. He also discussed the main issues, objectives, expected results, and overall approach of the study, paying particular attention to the importance of field research and the output that should inform innovations and reforms in policy and practice.

### **3. Opening remarks:**

Shyamal Majumdar, Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

Mr. Shyamal Majumdar welcomed the Delegates, experts, guests and colleagues, on behalf of UNESCO Assistant Director General for Education. He thanked all for their participation in this workshop and for sharing their experiences regarding TVET teachers and instructors.

His presentation highlighted the significance of this workshop for two specific reasons: a) the priority on teachers for UNESCO and b) the synergy and joint effort by four UNESCO entities namely the International Task Force on Teachers for Education for All, the UNESCO Section for Technical and Vocational Education, the UNESCO-UNEVOC International Centre for TVET in Bonn, Germany, and the UNESCO Regional Bureau for Education in Beirut.

His presentation discussed the importance of teachers for quality TVET and the role played by motivated teachers and instructors in reaching EFA goals. He went on to make some highlights of the UNESCO-TVET strategy as well as the 3<sup>rd</sup> TVET congress which has called upon Member States to develop effective evidence-based policies for the professionalization of TVET staff. The presenter insisted on the requirement of evidence-based policy regarding TVET teachers' policy and practices, which explains why this study is very timely. In fact, this study will help identify and understand policy gaps, capacity gaps and financing gaps concerning TVET Teachers' policies and Practices in the Arab region. It will also help to strengthen national capacity in this regard, to enhance regional cooperation and to set a benchmark for further innovation. More importantly, the presenter insisted on the application of lessons learned to improve policies in participating countries and in other regions.

Wishing everybody a productive and learning workshop, he then declared the workshop open.

Second session (11.00-12.30)
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#### **Country Presentation of TVET Teachers: *issues and challenges***

Focal points presented an overview of TVET in their respective countries and identified challenges regarding TVET teachers and instructors. Some presenters also expressed their expectations from the study. These presentations will be summarised in the following section and the different power point presentations will be soon available on our Web site.

##### **1. Algeria :**

Ounissa Alloune, Directrice de l'Organisation et du suivi de la formation professionnelle

Ms. Ounissa Alloune presented the TVET system in Algeria which aims to address both the student demand and the enterprise demand. She also established a typology of TVET teachers. In addition, she explained the different types of teacher trainings and the institutes responsible

for this training. She also discussed the training programmes, professional development methods and career path.

Regarding the **challenges**, Ms. Alloune informed the participants about the necessity to recruit 3000 teachers per year, she also emphasised the importance of recruiting teachers in priority fields. Ms. Alloune also identified the following challenges : teachers' attrition regarding professional development; the lack of efficiency of the institutional framework; the needed update of all actors involved in TVET training; the absence of tools indicating professional development needs; the lack of involvement of the economic sector as well as experts in teacher training

The presenter hoped the study would help to identify best practices in different countries that could benefit the Algerian system. She also hoped the study would allow participants to exchange and will encourage cooperation amongst participating countries, especially in the crafts and agriculture sectors.

## **2. Bahrain**

Naji AlMahdi, National Institute for Vocational Education (NIVE)

Mr. Naji AlMahdi, Executive Director of the National Institute for Vocational Education (NIVE) of the UAE who is also a Bahraini, opened his presentation with an overview of Technical and Vocational Education (TVE) in secondary and post-secondary level. He explained that recently there was a greater demand on TVE than the supplies at the secondary level. Many reforms regarding TVE curriculum happened over 20-30 years because the system has been transformed to be Competency Based Education. He considered Bahrain the leader in the region for preparing TVE teachers and for providing scholarships. Many students were sent abroad to pursue higher education in TVE in order to become TVE teachers. Students also go to Universities or Polytechnics in Bahrain where they are prepared to be teachers. He then discussed TVE at Post-Secondary Level. Teachers in those schools are recruited in 2 ways: internationally or within the country. For the latter normally they take part in the teacher development programme and are given special training in line with the subject they will teach. The presenter also discussed about Institutes offering TVE training. Many of these training centres are placed under the Ministry of Labor and have quality assurance.

Finally he expects from this study that Bahrain will be able to draw a national map of secondary, post-secondary and training centres. He also hopes to compare Bahrain to other advanced countries such as Singapore in order to make Bahrain system competitive.

### 3. Jordan :

Ali Nasrallah, Jordan chamber of industry, Director of E-TVET Department

Jordan's goal for the E-TVET sector is to increase employment, reduce the country's dependency on expatriate labor and upgrade the quality and relevance of education and training to labor market requirements.

The Training of Teachers (ToTs) programmes available are foundation programmes for ToTs, advanced ToTs programmes (up-grading course), management of training programmes requested by enterprises, specific ToTs programmes requested by enterprises, technical ToTs programmes, and training methodology. The ToTs programmes are funded by the training providers, the E-TVET Fund, training fees (beneficiaries), grants and technical assistance, and sponsorships.

**The Challenges** faced by ToTs programmes are: lack of pre-service ToTs institutions; recruitment system of ToTs; lack of institutional determination of training needs; limited work experience; limited motivations and incentives; absence of ToTs strategy; limited capacity building programmes targeting ToTs and TVET management; insufficient ToTs budget; insufficient technical facilities for advanced ToTs programmes; and the non-institutionalization of programmes for the improvement of ToTs.

### 4. Lebanon :

Issam Abi Nader, Director of the Higher Industrial Technical Institute

Mr. Issam Abi Nader introduced The Lebanese Technical and Vocational Education, which is divided into two basic fields: the Vocational (Rehabilitation) field and the Technical Education field. These two fields are then divided into a certain number of levels.

In Lebanon, there are 10 600 TVET public teachers and only 11% of them are full time teachers. The other ones are contractual who do not always receive pedagogical training.

The IPNET (*Institut Pédagogique National de l'Enseignement Technique*) is the institute in charge of initial and continuous TVET teacher training. Most of the current teachers received Initial training from the IPNET, but continuous Training is elective and doesn't cover all the subjects and specializations.

**The different challenges** identified by the Lebanon representative are as follows: full-time teachers (11% of the number of teacher in the public sector) receive poor qualified practical training ; TVET system doesn't allow learners to develop skills needed for the enterprise market; TVET teachers aren't up to date about novelties and the new techniques ; most of the contractual teachers lack pedagogical skills ; there is a general limitation in the quality of the teaching staff and in the continuous training ; TVET Teachers training budget is not significant. The presenter also noted that Teachers in private Technical schools are officially under the direction of the DGVTE, but there is little information about the "qualification standards for employment of their teachers".

The presenter expects the study to help clarify the needs for the training of the Lebanese TVET teachers. The study must help in establishing realistic action plans and in resolving the large number of problems and challenges faced by the TVET teachers.

#### **5. Morocco :**

Pr Larbi Bellarbi, Director of the ENSET, UNEVOC Center Coordinator

Mr. Bellarbi, Director of the ENSET, described the different Technical and Vocational Training Authorities in Morocco such as the Ministry of Employment and Vocational Training, the Ministry of National Education and the Ministry of Higher Education, Scientific Research and Professional Training.

He explained that the authorities who were responsible for vocational training were Ministry of Employment and Vocational Training and Ministry of National Education. He elaborated the information about the institutions conducting the training, the structures and status of the training, the strength and weaknesses of the vocational training system and the system of teacher training. He came to the conclusion that the Ministry of National Education was the only one which trained its teachers and in technical education, ENSET was the only one which provided teacher training.

He then identified some of the **challenges** in Morocco. The system is now characterized by a very high cost per trainee; heterogeneous programs (large number of specialties; low and irregular numbers of trainees per specialty). The presenter therefore asked the question: how to establish and to maintain a training of trainers' strategy?

The presenter expects the study to help analyze systems and training needs; select successful systems; propose a system of instructors training adapted to the context and needs and define conditions for implementation

Third session (14.00-16.00)

#### **6. Egypt :**

Aboubakr A. Badawi, Consultant Education Strategies, TVET, Entrepreneurship and Career Guidance

Mr. Aboubakr A. Badawi started his presentation by an overview of TVET system in Egypt. There are 22-27 ministries and government bodies involved in TVET, and the Ministry of Education (MoE) is the biggest partner.

The TVET strategy so far has been to upgrade facilities, improve quality, improve enrolment policy and system, link to Labour Market info systems, ensure proper financing, LLL, and build on successful achievements.

The presenter highlighted some of the **challenges** in Egypt such as: Teaching as a “profession”, teaching beyond the Ministry of Education, quality of education, the “duality of teaching” in TVET, the vast scope of fields and specialties in TVET, teacher’s lack of practical labour market experience, vast technology development and updating, inadequate teacher training and classroom performance.

Expectations from the study include: assessment of current preparation, professional development and career path (looking into Trends and others’ experiences); explore possibilities of regional cooperation and centers of Excellency; promote regional/sub-regional and country-level TVET teachers projects; explore possibility of networking (regional and beyond); and explore possibility of TVET teacher periodical in Arabic.

**7. Oman :**

Samiya Al-Jaaidi, Head of Applied Sciences Department, Ministry of Workforce, Muscat, Sultanate of Oman

Ms. Samiya Al-Jaaidi, Head of Applied Sciences Department in the Ministry of Workforce in Oman, first presented the key national socio-economic trends, the structure of TVET system, the general profiles of TVET teachers, and the career management schema in Oman. She also discussed the major challenges in TVET teachers, where the most important issue is to make TVET system attractive to the Omani Society.

Finally she expressed her expectation from this study and looked forward to seeing constructive advice that can help to improve recognition of TVET programs in the society.

**8. Saudi Arabia:**

Ibraheem Alshafi, Assistant Vice governor for Faculty Services, General Directorate for Training Staff Services

Mr. Ibraheem Alshafi, representing Mr. Abdelaziz Alamr, Director General of International Cooperation Department in the Technical and Vocational Training Corporation (TVTC) in Saudi Arabia, presented the TVET system in Saudi Arabia, including the structure of the system and trainers’ profiles. He also highlighted some new policies and practices especially about the sustainability of teacher and instructor training system and capacity building of supervision, monitoring, and assessment of the performance of TVET.

He hoped this study would provide a good opportunity for developing cooperation and partnership among countries and institutions in the Arab World.

**9. Tunisia :**

Fayçal BEN BRAHIM, Directeur de la Pédagogie et des Normes de Formation, Ministère de la Formation Professionnelle et de l’Emploi

Mr. Fayçal Ben Brahim presented the legal context surrounding the TVET system in Tunisia. The new law 2008-10 regarding professional training clarified the different institutions in charge of

TVET. This new law stresses the need for quality training, development of curricula, evaluation and certification. Through this law, a national commission for evaluation and quality assurance has been established.

Tunisia still faces some important **challenges** regarding TVET: short training cycles for non-permanent staff, the attendance of training being not mandatory; the heterogeneous training topics that focus on pedagogical training and the difficulties in mastering foreign languages (French-English) and of ICT.

In conclusion, the presenter asked the following questions: how to supervise the development of key skills and capacities for instructors? How to facilitate the immersion of instructors in the working field? How to make use of training curricula more efficient for instructors? He hoped the study would help to answer these questions.

#### **10. The United Arab Emirates :**

Naji AlMahdi, National Institute for Vocational Education (NIVE)

Mr. Naji AlMahdi, Executive Director of National Institute for Vocational Education (NIVE) the UAE, started his presentation with the overview of UAE population. The UAE consists of 7 emirates namely Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al-Khuwain, Ras Al Khaimah and Fujairah. The interesting thing is that the non-national population is larger than the national population which is 7,316,073 to 947,997. He explained the VET strategy in the UAE in general and in Dubai which has its own strategy, and he provided information about teacher training and career management policies, education regulatory bodies, and vocational education landscape.

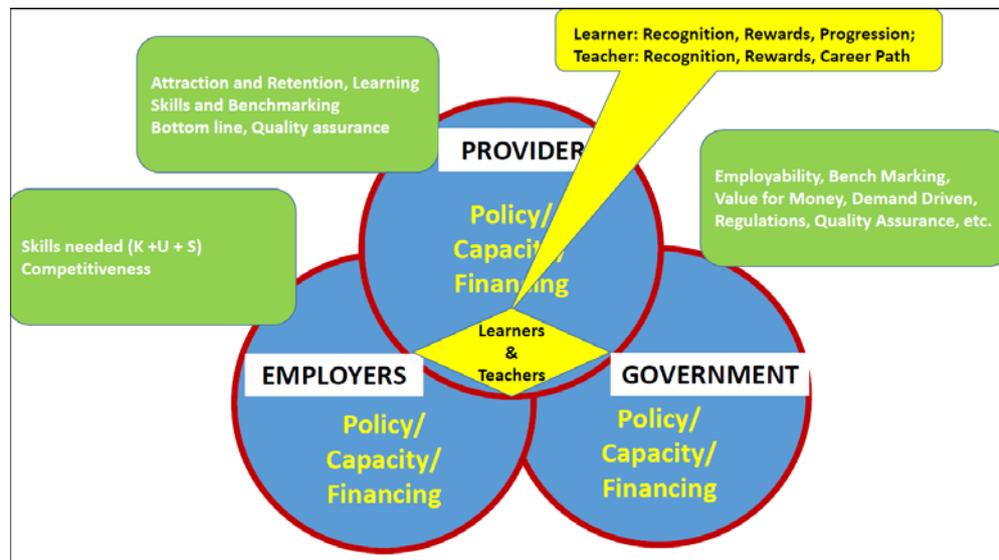
He discussed the main **challenges**: How to attract national teachers to become TVET teachers and address the gender imbalance in TVET.

He expects from this study that the UAE will develop guidelines for the selection and development of TVET teachers and instructors and strategies and policies for attracting nationals to TVET and address the gender imbalance in TVET.

#### **DISCUSSION/COMMENTS:**

Participants were pleased by the country presentations; they allowed them to notice similarities and differences regarding policies and practices on TVET teachers and instructors. These presentations highlighted the importance of TVET as well as the importance of instructors training, which contribute to efficacy of the system. The importance of analysing the pedagogical training of instructors in the studies was raised as well as the question of the pedagogical autonomy of instructors. It was also suggested to add the cultural gap to the different gaps identified regarding teachers.

Through these observations, the participants unanimously underscored the relevance and timeliness of the study for the Arab Region, confident that it will also open up opportunities for new collaboration amongst the participating countries. Finally, the participants insisted on the appropriateness of the approach adopted for the study to make it holistic and participatory. Three parties need to be involved: government, employers and providers as shown on the following chart:



Teachers and learners are at the centre of the system and interact with the three parties. Therefore, teachers cannot be studied without taking into consideration the three main parties. We could even add a fourth party: society.

Fourth session (16.30-17.30)

**General Presentation of the Study:**

Mr. Borhene Chakroun, Chief of the Section for TVET at UNESCO Haedquarters

Mr. Chakroun presented the overall approach of the study: the voluntary basis of the project and its collaborative dimension. His presentation focused on two complementary approaches: a country *Analytical Review strand*; and a *Regional Synthesis Review strand*.

Furthermore, the presenter underlined the wide scope of TVET and the diversity of this sub-sector that takes place across a wide range of institutional settings. The multiple implications of this wide scope were then discussed. It was agreed that each country will have to identify clearly what is referred to as TVET.

A working document was then distributed to the participants to prepare them for the working groups the next day. The purpose of that document was to clarify the methodology briefly presented in the terms of reference of the project. The document also suggested a structure for the country reports that was explained by the presenter as well as some means for collecting the data. The presenter insisted on the importance of having a common structure for all the

reports. The document also included a proposed questionnaire to be used by participants for the collection of data. This tool was referred to as a proposal that can be modified by participants. In addition to this tool, Mr. Chakroun invited the participants to reflect on an observational grid to structure the field visits and on some key indicators.

The presenter reminded the participants of the objectives of the study which are to:

- provide a regional comparative analysis of TIT policy issues;
- integrate the main themes and findings from the project;
- draw attention to effective policy initiatives in participating countries;
- develop a comprehensive framework to guide TVET teacher policy development;
- help further disseminate the country and other documents produced through the project; and
- identify priorities for follow-up work at national, regional and international levels.

Finally, the fact that the studies will only be the start of the work was underlined.

**The different tools (methodology, questionnaire, observational grid for field work, indicators) are now been revised by the coordination team and should soon be sent by the coordination team to participants.**

#### **QUESTIONS AND COMMENTS:**

##### **Questions were raised by the participants:**

- How does the methodology meet the specific objectives of the study which are to address the policy gap, the capacity gap and the financing gap?
- Should there be a section of the report on recommendations?
- Who will be interviewed for the purpose of this study?
- Should the report be divided according to the different institutions that work on TVET in the same country?
- Is the scope of definition of instructors suggested in the Concept note too wide for the purpose of the study?
- What are the expected final outcomes of the report? Development of strategies? Countries do not want to obtain a general framework but rather prefer “sample package” that can immediately be implemented.
- Should the equity dimension be added to the structure of the report?
- What about best practices?

##### **After rich discussions, it was proposed that:**

The country report shouldn't be divided into three sections according to the objectives of the study. These objectives should be reflected throughout the report.

Consultants will have to be selective when it comes to the interviews. They are not expected to visit all stakeholders and institutions. Indicators will also simplify the work of the consultants. Regarding best practices, they could be illustrated in boxes throughout the report.

**DAY 2:  
20<sup>TH</sup> FEBRUARY**

First session (9.00-10.30)

### **Group work**

At the end of day one, participants were divided into three groups:

- The Northern Africa region of the Maghreb : Algeria, Morocco, Tunisia
- The Gulf countries : Oman, Bahrain, United Arab Emirates, Saudi Arabia
- The Middle East countries: Egypt, Lebanon, Jordan

The three groups were asked to work on the following guidelines:

#### **1. Structure of the country report**

- a. As a group, review the structure of the country report as presented on DAY 1, and make very specific suggestions to improve it
- b. What types of data, in your view, do we need for these sections?

#### **2. Data collection: Refer to the “data collection” column in the diagram summarizing the methodology:**

- a. How adequate are the means suggested for collecting the data?
- b. What challenges do you anticipate in using them?
- c. What measures do you propose to address these possible challenges?

#### **3. Take a few minutes to go through the proposed questionnaire**

- a. Is the questionnaire adequate to capture the key information about teachers and instructors in the system?
- b. What amendments do you propose?

Second session (11.00-12.30)

### **Group Reports**

Each group designated a rapporteur who presented the group work to the plenary. The first group to present was the Middle East countries, followed by the Francophone countries of the Maghreb and finally by the Gulf countries. You may refer to Annex 1 for the different group presentations

### **DISCUSSIONS:**

#### **1. Target population**

The plenary agreed on the importance to have a common understanding of the target population when it comes to TIT. The participants discussed the inclusion in the study of teachers who teach general subjects such as mathematic or science in the TVET system.

**They finally agreed on the exclusion of administrative personnel that are not teaching but on the inclusion of all teachers that are in contact with learners in the TVET system.**

The plenary took note that in some countries, this might be difficult to achieve since training of teachers assigned to general subject differs from the training of TVET teachers. Participants were therefore encouraged to note in their reports these differences which could have an impact on TVET students and the quality of teaching. Their reports should clearly define the target population and explained why this specific group was chosen.

## **2. Questionnaire**

In their working groups, participants made similar recommendations regarding the questionnaire.

**They all agreed that this tool is not meant to be sent as it is to the institutions. The questions suggested will serve as indicative questions that can guide interviews led by the consultants.**

Regarding the interviews, participants decided that questions should address the different challenges identified. Closed questions should be avoided and should target the following groups: teachers, students, Ministries and employers.

Third session (14.00-16.00)
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### **CONTINUATION OF GENERAL DISCUSSION:**

## **3. Structure of the report**

Before reviewing the proposed structure of the reports, some general comments were made regarding the content of the report.

Participants were reminded that the study isn't only about teacher training program but also about career management. Career management is very crucial for attraction and retention of teachers. This study shouldn't be only a desk research but field work that requires consultants to engage with stakeholders. The need to take into consideration different stakeholders was also mentioned. Interviews will then come into play and qualitative questions could then be useful. Furthermore, participants expressed their concern about the short period suggested to conduct the national studies (until the end of April 2013).

Participants finally agreed on the following structure for the report:

- 0- Executive Summary**
- 1- Introduction**
- 2- Socio-economic environment/context, governance**
- 3- Brief description of Education/TVET System**
- 4- National TVET policies and strategies**
- 5- TIT in TVET**
  - 5.1 labour force characteristics**
  - 5.2 TIT programs' description**
  - 5.3 Evaluation, certification and quality assurance**
- 6- Implications of TIT on quality, equity and relevance of TVET**
- 7- Qualification and Career path**
- 8- Funding mechanisms and sustainability**
- 9- Challenges and opportunities**
- 10 - The way forward**

#### **Clarifications on section 8:**

Section 8 will concentrate on policies. Allocation and use of financial resources for TIT will therefore have to be contextualised. The salaries of teachers and instructors should have been already taken into consideration in section 5.

#### **Clarifications on section 9:**

The participants discussed in details what would be covered in this section. There was a debate about the necessity to describe in this section best practices regarding policies and practices on TVET teachers and instructors.

**Participants finally agreed that it will be important to highlight throughout the report promising practices at country level. These promising practices could be described in boxes in the different sections of the report and could be detailed in Annexes if needed.**

Therefore, section 9 will highlight challenges identified by the stakeholders (policy challenges; capacity challenges; funding challenges) as well as opportunities created by promising practices discussed throughout the report.

#### **Clarifications on section 10:**

Participants agreed that section 10 should be an analysis of policies, programmes and initiatives implemented. This section should be linked to the previous one and could also be divided into three sections: one related to the capacity gap, another one related to the policy gap and finally a third one on the financing gap. This section should focus on what could come out of the analysis in a pragmatic way; on the future orientations for the country. Participants should not forget that this report will serve two purposes: a national one and a regional one.

## **4. Revision of national reports**

The plenary discussed the necessity to form a national group at country level of knowledgeable people who would provide comments on the national reports before they are submitted. Some

participants expressed their concern about the “political” influence this group could have on the work done by the consultant.

**The participants therefore agreed that it would be advisable to have such a “consultative” group to provide feedback the consultant, whose responsibility it is to produce the final report.**

#### **5. Data collections :**

**The plenary agreed to use the year 2010-2011 statistical data as much as possible as reference.** This will facilitate the comparability of the data across the countries. The consultant should not however limit himself to this year and could decide to look at different trends and compile more data.

The consultant should refer to a core set of indicators, but could also decide to add some statistics depending on the availability of data.

Forth session (16.00-17.30)
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#### **6. Responsibilities and Time Frame:**

##### **Responsibilities of the coordination team:**

The coordination team will be in charge of finalising the methodology, of recruiting a global consultant and of writing an introductory letter for the national consultants by the end of February.

Guidelines regarding the format of the report will also be sent by the coordination team to the different consultants.

##### **Responsibilities of Focal points:**

Focal points will have to organise the launching of the study at country level as soon as possible (before 15th March) in order for the consultants to respect the deadlines for the submission of their final reports. They will also have to help with the mobilisation of stakeholder and could inform them about the study.

All the Focal points who attended the meeting agreed on the feasibility of this plan of action in their respective contexts. The coordination team and the Regional Bureau in Beirut in particular will have to mobilize and communicate the outcomes and decisions of the inception workshop to the focal points who could not attend the meeting (before 15th March)

### **Responsibilities of the consultants:**

Consultants will have to sign their contract, if this is not done already, before starting their work.

The Consultants are expected to submit the first draft of their report by the end of May 2013. They are also expected to take part in the final workshop in November 2013, when the synthesis report will be presented.

### **Finally, the participants agreed on the following time frame:**

<b>Actions</b>	<b>Actors</b>	<b>Deadline</b>
Finalization of the report with updated methodology	Coordination team	<b>28<sup>th</sup> February</b>
Recruitment of global consultant	Coordination team	<b>28<sup>th</sup> February</b>
Introductory letter for national consultant	Coordination team	<b>28<sup>th</sup> February</b>
Translation of documents	Regional Bureau	<b>15<sup>th</sup> of March</b>
Informing National Commissions	Regional Bureau	<b>15<sup>th</sup> of March</b>
Kick starting the study at the country level	National focal point	<b>15<sup>th</sup> of March</b>
Country report draft 1	Consultant	<b>End of May</b>
Country report draft 2	Consultant	<b>End of June</b>

### **Closing Remarks**

A few observations and suggestions were raised by the Chief of the Section for TVET at UNESCO Headquarters, Mr. Borhene Chakroun. First, the workshop enabled participants to share experiences and lessons from new initiatives regarding TVET in the Arab region. Second, it consolidated a team who can now work together for the advancement of this project. Finally it gave participants an occasion to discuss and agree on the tools and methodology needed for their work. This workshop set the direction for successful studies and it is hoped that the work achieved will open new opportunities in the Arab region as well as around the world.

The list of participants can be found in Annex 2 of this document and the evaluation of the workshop in Annex 3.

ANNEX

ANNEX 1:  
Working groups report

**ANNEX 2:**  
**Attendance list**

**List of participants**

**Inception Workshop of Study of Policies and Practices on TVET Teachers**

**19-20 February 2013**

NO.	Name	Position/Institution	Email	Country	Role at the workshop
1.	Ms Ounissa Alloune	Directrice de l'Organisation et du Suivi de la Formation professionnelle	<a href="mailto:allounenissa@yahoo.fr">allounenissa@yahoo.fr</a>	Algeria	Focal point
2.	Mr. Issam ABINADER	Director of the Higher Industrial Technical Institute- HITI	<a href="mailto:Abinader.i@hotmail.com">Abinader.i@hotmail.com</a>	Lebanon	Focal point
3.	Dr. Larbi Bellarabi	Director, ENSET-Rabat	<a href="mailto:i.bellarabi@um5s.net.ma">i.bellarabi@um5s.net.ma</a>	Marocco	Focal point
4.	Dr. Samiya Al-Jaaidi	Head of Applied Sciences Department, Ministry of Workforce	<a href="mailto:samia@hct.edu.om">samia@hct.edu.om</a>	Oman	Focal point
5.	Mr. Naoufel Boussafa	ESD Coordinator, NATCOM	<a href="mailto:Naoufel.boussafa@moe.gov.ae">Naoufel.boussafa@moe.gov.ae</a>	United Arab Emirates	Focal point
6.	Mr. Faycal BEN BRAHIM	Directeur de la Pédagogie et des Normes de Formation Ministère de la Formation Professionnelle et de l'Emploi	<a href="mailto:fissal@yahoo.fr">fissal@yahoo.fr</a>	Tunisia	Focal point
7.	Mr Belkacem Djoudad	Independent consultant	<a href="mailto:Bdjoudad@gmail.com">Bdjoudad@gmail.com</a>	Algeria	National expert

8.	Mr Naji Al-Mahdi	Executive Director, National Institute for Vocational Education	<a href="mailto:Naji.almahdi@nvie.gov.ae">Naji.almahdi@nvie.gov.ae</a>	UAE	National Expert
9.	Mr Aboubaker Badawi	Consultant Education Strategies, TVET, Entrepreneurship and Career Guidance	<a href="mailto:aboubakrb@gmail.com">aboubakrb@gmail.com</a>	Egypt	National Expert
10.	Mr Ali Nasrallah	Director of Employment/ Training HRD Department  Jordan Chamber of Industry	<a href="mailto:Ali_nasrallah_2011@yahoo.com">Ali_nasrallah_2011@yahoo.com</a>	Jordan	National Expert
11.	Mr. Ahmad Smaili	Professor and Chairperson  Department of Mechanical Engineering  Beirut Arab University	<a href="mailto:Ahmad.smaili@yahoo.com">Ahmad.smaili@yahoo.com</a>	Lebanon	National Expert
12.	Ms Ilham Sebai	Consultante en Ingénierie de formation Agente de suivi et de conseil auprès de l'ACDI pour le projet REAPC	<a href="mailto:sebaiiham@gmail.com">sebaiiham@gmail.com</a>	Marocco	National Expert
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**ANNEX 3:**  
Evaluation form

**Inception Workshop on  
Policies and Practices on TVET Teachers and Instructors  
in the Arab Region**

UNESCO Headquarters, Paris, 19 – 20 February 2013

**Workshop Evaluation by Participants (n = 13)**

**1. The purpose of the meeting was clearly stated.**

Strongly agree	Agree	Disagree	Strongly disagree	No response
10	3	-	-	-

- Discussions helped the participants understand the context and the objectives

**2. This meeting met its objectives.**

Strongly agree	Agree	Disagree	Strongly disagree	No response
8	5	-	-	-

**3. The concept note and the framework documents serve to facilitate the discussions of the meeting.**

Strongly agree	Agree	Disagree	Strongly disagree	No response
6	7	-	-	-

**4. The project time table, roles and responsibilities of experts and coordination team were clear.**

Strongly agree	Agree	Disagree	Strongly disagree	No response
6	5	1	-	1

- it is useful to know the role and responsibilities of the different stakeholders for the conduct of the study

**5. What other materials do you think would have added value to the workshop?**

- Report of previous studies related to TVET. However they could be retrieved from website, if they exist.
- nothing
- none, because we should allow groups to take initiative (focal points and consultants)
- we would have liked to see teachers that will be involved in the project attend the workshop
- the sharing of similar studies could have helped understand what are the results expected

**6. The presentations were generally well organized and the main messages clear.**

Strongly agree	Agree	Disagree	Strongly disagree	No response
2	5	-	-	-

- Some of the presentations deviated from template outline
- good exercise for the actors involved in the project
- TIT and presentations of the different systems

**7. Please indicate which presentation(s) or which part of the presentation(s) is/are more useful and relevant to fulfill the objective of the workshop? Please give reasons.**

- Group report
- All necessary. Those by focal points were important
- General presentation of the study. It has clarified the steps very well (2 persons)
- Group work
- Second day

**8. Please suggest how we can improve the group work session sin future meetings.**

- Give more time for group sessions
- They had been good
- All of it
- An extra of half hour would have been helpful
- identify research topics
- methodology + working groups
- presentations reflected some similarities but were all different
- good work achieved by the working groups
- by putting in place a solid network for sharing information
- / working in groups helped reaching a consensus regarding to the methodology
- the whole workshop

**9. The duration of the expert meeting was sufficient.**

Strongly agree	Agree	Disagree	Strongly disagree	No response
3	10	-	-	

- half a day could have been added to this workshop for conclusions. That could have been a plus value to the workshop

**10. Logistics**

	Strongly agree	Agree	Disagree	Strongly disagree	No response
<b>The communication prior to the meeting was satisfactory.</b>	7	3	1	1	1
<b>The direction to the meeting room was easy to follow.</b>	4	6	2	-	1
<b>The lunch voucher arrangement was satisfactory.</b>	7	5	-	-	1
<b>The tea/coffee break arrangement was satisfactory.</b>	8	3	-	-	2
<b>In general, the session started on time.</b>	4	8	-	-	1
<b>Overall speaking, the arrangement of the logistics was satisfactory.</b>	6	4	2	-	1

**11. Overall speaking, the meeting was**

<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Very poor</b>	<b>No response</b>
8	4	-	-	-	1

**12. What kind of institution do you work for?**

<b>UNESCO</b>	<b>Government</b>	<b>Academia</b>	<b>Civil Society</b>	<b>Donor Agency</b>	<b>Other</b>	<b>No response</b>
3	6	-	-	-	3	1