



United Nations
Educational, Scientific and
Cultural Organization



International Centre
for Technical and Vocational
Education and Training



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

A regional study



Introduction



© UNESCO Technical and Vocational Education and Training (TVET) is the best avenue for improving links between education, skills development for employment and sustainable livelihoods. The Third International Congress on TVET organized by UNESCO in Shanghai, People's Republic of China, in May 2012 underscored this reality and made strong recommendations for countries to develop appropriate policies to enhance the relevance of TVET to their national development objectives. These policy measures include strategies for better addressing the needs of TVET teachers and instructors.

In the Arab region, countries' efforts towards higher quality and more relevant TVET will require evidence of the scope of teacher shortages, gender inequality, the provision of teacher and instructor training, teaching and training materials, teaching methods, industry-institute interaction, as well as appropriate career structures.

To address this information gap and provide a framework for comparison of prevailing practices in order to pave the way for the development of collaboration and partnerships at regional level and beyond, the International Task Force on Teachers for EFA, in collaboration with the UNESCO Section for Technical and Vocational Education and Training (TVET), the UNESCO-UNEVOC International Centre in Bonn, and the UNESCO Regional Bureau – Beirut, have initiated a study on the policies and practices on TVET teachers and instructors in the Arab region. Ten countries, namely, Algeria, Bahrain, Egypt, Hashemite Kingdom of Jordan, Kingdom of Morocco, Lebanon, Saudi Arabia, Sultanate of Oman, Tunisia, and the United Arab Emirates have participated in the study.

The policy approaches adopted to address issues related to TVET teachers and instructors as well as the practices and opportunities and challenges faced by both policy-makers and practitioners in the participating countries have been documented in ten country reports and a synthesis report of the study.

Key Findings

- There is a widespread perception that employment is changing and that workers will need new competences, for example, IT skills, English language, higher technical and scientific skills, so that the curricula and

TVET Teachers in the Arab Region: Policy progress and implementation challenges

The International Task Force on Teachers for EFA, in collaboration with the UNESCO Section for Technical and Vocational Education and Training (TVET), the UNESCO-UNEVOC International Centre in Bonn, and the UNESCO Regional Bureau – Beirut, is organizing a validation workshop to examine the outcomes of the study on TVET teachers and instructors, share good practices and identify areas of cooperation.

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qualifications for TVET should change. To ensure that these new competences are delivered, teachers and instructors require a changed pedagogical capability. Changes in Teacher and Instructor Training (TIT) are also needed to improve career prospects for TVET teachers and instructors, making the TVET teaching profession more attractive and competitive. Changes in TIT are also a way of addressing issues of inclusion and equity. In particular, increasing the participation of females in TIT is seen as a means for expanding female participation in TVET.

- TIT provision is often lacking in coherence: different institutions are funded and administered through different channels and they operate different systems of credentials and quality assurance. This makes it difficult for the users – both teachers/instructors and TVET employers – to understand and value TIT. It is also difficult for policy makers to measure the adequacy of TIT in relation to training needs and to steer the development of TIT.
- There are general concerns that TIT does not perform well enough to give teachers and instructors an up to date understanding of practice in enterprises.
- The study across the Arab region 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, and realistic and transparent process for the governance and funding of TIT institutions.



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- Professionalism represents a key resource for the maintenance and improvement of standards and the encouragement of research, innovation, lifelong learning and collaboration. It is also a means of raising the social status of teachers and instructors and advancing citizenship and community participation. The establishment of a professional ladder (such as the six scale ladder in Egypt and the four scale ladder in Jordan) is important to the formation of a profession. The ladder offers a route for a professional career, it recognises achievement, motivates teachers and instructors, and reinforces shared values and behaviours.
- Establishing pre-service training for TVET teachers and instructors in technical or vocational schools is a fundamental strategy for securing the right mixture of technical, instructional and broader competences necessary for successful TVET teachers. However, this is proving to be a challenge for some smaller countries where the status of TVET teachers and instructors is relatively low and it is difficult to recruit the volumes of trainees necessary to offer specialist, high quality programmes.
- Pre-service and in-service TIT for trainers working outside of schools and colleges, 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 Arab region.

For more information

The **International Task Force on Teachers for EFA** is a voluntary global alliance of EFA partners (national governments, IGOs, NGOs, private sector organizations, UN agencies, etc.) working together to address the 'teacher gap'.

The **Section for Technical and Vocational Education and Training (TVET)** leads UNESCO's programme on TVET and skills development for the world of work. In close cooperation with UNESCO colleagues and partner organizations across the world, the Section coordinates the implementation of UNESCO's Strategy for TVET (2010 to 2015).

The **UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training** assists Member States develop policies and practices concerning education for the world of work and skills development for employability and citizenship and acts as the hub of the UNEVOC Network, a global network of TVET institutions.

As a **Regional Bureau for Education, the Beirut Office** is a centre of expertise in the field of Education for the Arab world. In carrying out this mission, the UNESCO Beirut Cluster Office serves twenty-two Arab countries in the region in the field of Education.

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