

# **CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS AND TRAINERS IN TUNISIA (2018)**

**Culture, teaching practices, professional duties, working conditions, beliefs  
and professionalization.**

**DRAFT REPORT**

## **Acknowledgements**

The ETF would like to express its gratitude to the Ministry of Vocational Training and Employment (MFPE) in Tunisia for its support and advice during this project, in particular to M. **Mounir DAKHLI**, General Director at the MFPE and National Coordinator of the Turin Process, M. **Jaouhar LABIDI**, General director of CENAFFIF, Mme **Ferial BOUDEN**, Director at ATPP, Mme **Ahlem BEN AMOR**, Vice-director at AVFA, **Imane AZOUZI**, Inspector at AFMT and all the focus group participants.

The ETF is grateful to Prof. **Lotfi BELKACEM**, principal researcher and lead author and to Dr. **Kaies BEN AHMED**, for carrying out field work and his contribution to this report. Methodological development and analysis were carried out by **Eva JANSOVA**. Editing was carried out by **Julian STANLEY** and **Denise LOUGHAN**.

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## 1 RATIONALE

Professional development for trainers is widely recognised as vital not only for bringing about improvements in teaching and learning but also as a condition for other educational reform, for example, in curriculum, governance and technology. This international study aims to give a better understanding of the current situation and needs of vocational trainers and training centre principals in Tunisia. It deals with the professional development that they have received, their teaching beliefs and practices, their professional duties and the conditions and climate in which they work. It will also help policy makers and providers of professional development to make improvements.

This study includes the following:

- an overview of current policy objectives with respect to improving CPD for VET trainers
- a description of the provision of CPD for VET trainers in Tunisia and the way in which trainers' needs are assessed and particular programmes are assigned to trainers
- an explanation of how the arrangements for CPD fit with other parts of the VET system
- an evaluation of how well current arrangements are working
- recommendations on how current policies can be implemented and how the provision and allocation of CPD can be improved.

This study aims to contribute to evidence-based policy discussion, inform thinking and action at many levels of decision-making, and stimulating further enquiry and proposals. Tunisia is among nine countries participating in this research: Albania, Algeria, Belarus, Kosovo, Moldova, Montenegro, Serbia and Turkey. Comparative analysis will be carried out later in 2019.

## 2 METHODOLOGY

The survey methodology draws upon the OECD's TALIS survey. An earlier version of this survey was piloted in South East Europe and Turkey in 2015 and reports were published by ETF in 2016.

More information about the methodology can be found in Annex 4.

### Literature Review

The literature review explored policy documents, administrative reports and research dealing with CPD for VET trainers in Tunisia (Annex 3).

### Interviews

Focus groups and some individual interviews were carried out with different stakeholders of the national system of vocational training and Continuing Professional Development (CPD):

- The Ministry of Employment and Vocational Training, head of vocational training
- The Tunisian Agency of Vocational Training (ATFP) (General Direction, departments)
- The Training Agency in Tourism Trades (AFMT)
- The National Centre for Training of Trainers and Training Engineering (CENAFFIF)
- The Agency of Agricultural Extension and Training (AVFA)
- Trade unions and professional associations (UTICA, UTAP, UFTH), Director
- The Tunisian General Union of Labor (UGTT);
- The National Trade Union Chamber of Private Vocational Training Structures;
- The Tunisian Federation of Tourism (FTH).

The full list can be found in Annex 5. The interviews took place between June 15<sup>th</sup> and July 30<sup>th</sup>, 2018.

### *Two Surveys*

Two surveys were carried out on two target populations: Trainers and practical instructors working in vocational training centres and Principals of vocational training centres<sup>1</sup>. The surveys were conducted online using the Survey Gizmo platform.

The Ministry of Employment and Vocational Training, in collaboration with the relevant agencies and organizations of the national system of vocational training and continuing professional development, supported the surveys by confirming the design of the questionnaires and the methodology in accordance with national experts.

The questionnaires developed by ETF were translated into **French**, checked for relevance by key national stakeholders and then tested on 6 Principals and 20 trainers of the selected training centres between July 25<sup>th</sup> and August 16<sup>th</sup>. The validated questionnaires were administered online, and the data collection process took place between August 10 and November 4 2018

### *Sample*

After discussion with different stakeholders, it was agreed that the sample should include all **132** vocational training centres under the supervision of ATPF, all **39** vocational training centres under the supervision of AVFA and all **8** vocational training centres under the supervision of the AFMT. Some selected private vocational training centres were added to our population<sup>2</sup>. The total number of trainers working in these centres is 4205.

The surveys were designed in Survey Gizmo and the links of both the principals' and the trainers' questionnaires were distributed to 179 email addresses of principals. The principals were requested to forward the questionnaires to all of the trainers working in their training centres. The list of sampled training centres is in the Appendix 1.

### *Metadata*

*Table 1:Teacher sample and response rate*

Total Vocational training centres	179
Total VET Trainers	4205
Training centres in sample	179
Trainers and instructors in training centres targeted	4205
Number of responses	386
Response rate	9%

<sup>1</sup> By vocational training centres we mean public institutions providing initial vocational education and training (**vocational education and training carried out in the initial education system, usually before entering working life**) – restricted to the ISCED 3 and 4 levels. In Tunisia these institutions are known as *centres de formation professionnelle*.

<sup>2</sup> These private training centres represent a convenient sample – willing to participate.

Table 2: Principal sample and response rate

Total Vocational training centres	179
Total Principals	179
Training centres in sample	179
Principals targeted	179
Number of responses	117
Response rate	65%

## PART 1 THE CONTEXT: THE WORKFORCE, TEACHING AND MANAGEMENT IN VOCATIONAL TRAINING CENTRES

This first part of the report describes the characteristics of vocational trainers in Tunisia and the way in which vocational trainers plan and teach and the way in which vocational training centres are governed.

### 3 THE WORKFORCE

#### Age of Trainers

The majority (73%) of trainers in Tunisian Vocational training centres who participated in the survey are between 30 and 49 years of age; only 1% are younger than 29 while 26% are at least 50 years old<sup>3</sup>.

#### Length of Teaching Experience

46% of vocational trainers have 6 to 15 years of teaching experience in their professional career and 31% of vocational trainers have 16 to 25 years of experience. Some 15% of participants have been working as trainers for less than 5 years while only 8% have more than 25 years of teaching experience.

#### Experience in current training centre

Almost 45% of trainers had between 6 and 15 years of teaching experience in their current training centre while about 27% had less than 6 years' experience in their current training centre. Around 23% have been teaching in their current training centre between 16 and 25 years and only 5% had accumulated a wide range of experience exceeding 25 years.

#### Work experience in the trade, profession or industry of the vocational branch taught

Around 78% of trainers responded that they had more than 3 years of experience in their vocational branch, while 16% responded that they have between one and three years of such experience and only 6% of trainers said that they didn't have any experience in the trade or profession of industry corresponding to profession that they teach.

#### Gender

In Tunisian Vocational training centres there are considerably more male than female trainers. According to the Official Statistical, there are 65% male and 35% female trainers in Vocational training centres distributed as follows:

<sup>3</sup> There are no official statistics on the age profile of trainers in Tunisia, however, it is reported that the recruitment of young trainers has been suspended since 2000 which may explain the profile revealed by this survey.

Table 3: Distribution of principals and VET trainers by gender

	Organism	Male	Female	Total
Principals	ATFP	119	13	132
	AVFA	37	2	39
	AFMT	6	2	8
	Total	162	17	179
Trainers & Trainers	ATFP	2502	1317	3819
	AVFA	147	88	235
	AFMT	75	76	151
	Total	2724	1481	4205

In our sample, VET trainers are distributed as 66% male and 34% female. The sample is therefore representative with respect to gender.

#### Role in the training centre

Table 4 shows that almost 64% of respondents identified as VET trainers<sup>4</sup> while 12% identified as VET counsellors<sup>5</sup> and 8% as pedagogical advisors<sup>6</sup>. Only 6.5% identified as instructors or coordinators of practice<sup>7</sup>.

Table 4: Which of the following terms best describes your role in training centre?

The role	Frequency	Percent
<b>Teacher</b>	244	63.71
<b>Coordinator of practice or an instructor or an organiser of practical education</b>	25	6.53
<b>I am counsellor</b>	46	12.01
<b>I am a head teacher or principal</b>	4	1.04
<b>I am a pedagogical advisor</b>	29	7.57
<b>I am a workshop or laboratory technician</b>	10	2.61
<b>I am a teaching assistant or associate</b>	2	0.52
<b>Other</b>	23	6.01
<b>Total</b>	386	100

#### Vocational sector or specialism

The distribution of trainers between vocational profiles shows that most of them are distributed according to 5 main vocational sectors: Engineering (electrical, mechanical, automobile, ...); Agriculture, veterinary, forestry, fishing; Manufacturing, production, processing; Hospitality, tourism, catering, travel; Information technology and the construction sector.

#### Initial training

39% of vocational trainers completed pedagogical training as part of their degree studies and 36% completed a separate pedagogical training which was not part of a degree program, while 25% did not complete an initial pedagogical training before they started teaching.

Figure 1 shows that almost half of respondents hold formal qualifications as trainers, and a little less than 1/3 are formally qualified to work as an instructor or coordinator of practice. 11% are undergoing teaching practice that leads to formal qualification and only 4% of trainers in the sample are non-qualified instructors or coordinators of practice.

<sup>4</sup> Enseignant & Formateur

<sup>5</sup> Conseiller chargé de la filière de formation

<sup>6</sup> Conseiller pédagogique / apprentissage

<sup>7</sup> Coordonnateur du pratique ou un instructeur ou un organisateur d'éducation pratique

The distribution of trainers by level of formal education (figure 2) shows that 32% of trainers completed master's degrees or equivalent certificate and 19% have bachelor level qualifications while over 13% completed short cycle tertiary education and 12% post-secondary non-tertiary education level.

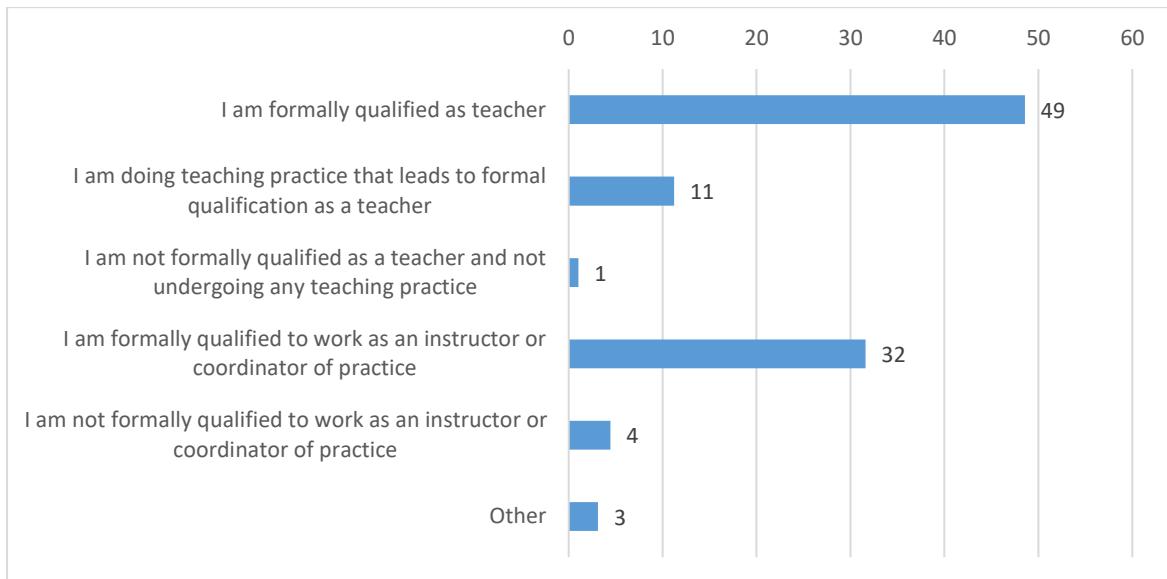


Figure 1: All respondents formal qualification (%) N=

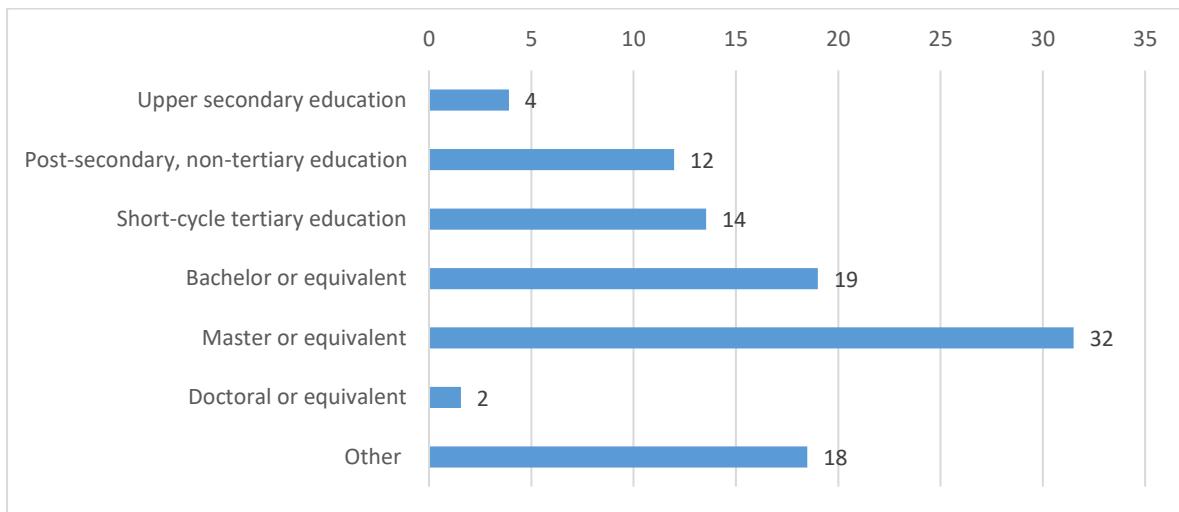


Figure 2: Formal education level of all respondents (%) N=

### Employment Status

The distribution of trainers according to their occupancy rate shows that 74% of vocational trainers are employed full-time; 18% are employed 50% - 90% of full-time hours and 8% are employed less than 50% of full-time hours. Regarding the status of the teacher almost all of them (97%) have permanent employment in the current training centre, while only 2% of survey participants have fixed-term contract for a period of more than 1 training centre year and 1% have a fixed-term contract for a period of 1 training centre year or less.

## Membership of TU and professional association

A look at the data reveals that 39% of trainers in the survey said that they are members of a trade union and 15% of trainers are members of a professional association for trainers.

## Working Hours

Figure 3 shows that trainers spend more than half (55%) of their working time on teaching and 45% on other pedagogical and administrative tasks, such as individual planning or preparation of lessons (16%), participation in team work and dialogue with colleagues in the training centre (8%), student counselling (6%), marking/correcting students' work (4%) and general administrative work (4%).

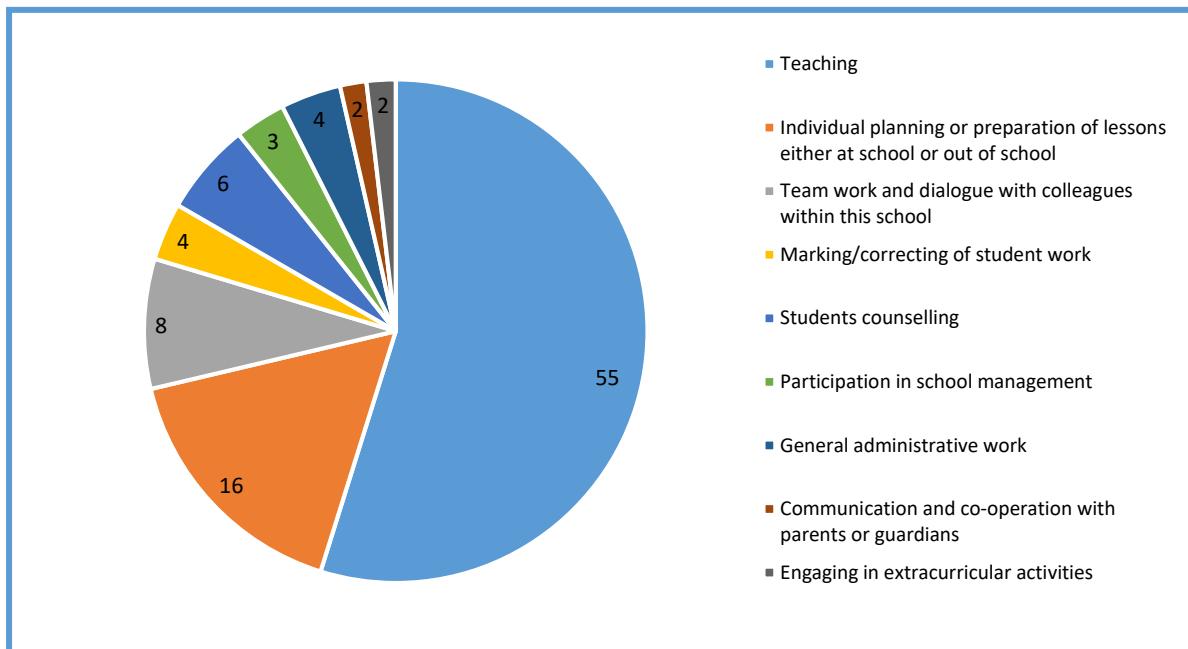


Figure 3: The (average) share of working time spent on specific tasks (%), N=236

## CONCLUSIONS

The teaching workforce in Tunisia is relatively young and almost 80% say that they have at least 3 years' occupational work experience. On the other hand, only about 40% of trainers benefited from an initial degree that integrated pedagogical training whilst another 36% have received some other pedagogical training. Almost all of the workforce is full time. 55% of work time is spent teaching.

## 4 TRAINING CENTRE GOVERNANCE

### Who is involved in training centre governance?

Training centre governance is vested in school boards that include the principals, pedagogical coordinator, heads of sectors, and pedagogical advisor.

Most of public-training centre principals said that recruitment (85%) and dismissing or suspending trainers (87%) are prerogatives of the national authorities. But, in exceptional circumstances, some public-training centre principals may recruit or suspend directly contract trainers. By contrast, 84% and respectively 75% of private training centre principals said that they have the exclusive right to recruit their trainers and to suspend them from employment. Some of them do this in cooperation

with their training centre governing board. To the question of establishing trainers' salaries, including setting pay scales and salary increase decisions, almost all public training centre directors claimed that the responsibility is mostly on the national level. However, this is not the case for private vocational training centres where this decision falls under the prerogatives of the principals and the training centre management team. 82% of principals of public vocational training centres and 72% of principals of private centres are mainly responsible for deciding on budget allocations for the training centre.

Student disciplinary policy is a responsibility shared between the principals, the governing boards and the local authority while student's assessment is mainly the responsibility of the training centre management team and trainers. Student admission to the public and private training centre is mainly conducted by principals and the training centre management team. 72% of principals think that choosing learning materials is mainly the task of trainers. The course content is on the whole the responsibility of trainers and the national authority and, to a lesser extent, the governing board.

Deciding upon which courses are offered in the training centre is considered by 62% of principals as a decision mainly taken by trainers in consultation with the training centre governing board and the management team. The teaching programmes are subsequently accredited by the Ministry.

#### What is the role of the Principal?

Figure 4 shows that principals spend on average 44% of their time on administrative and leadership tasks and meetings (including human resource/personnel issues, regulations, reports, training centre budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, regional, state, or national education officials) and 21% on curriculum and teaching related tasks and meetings (including developing curriculum, teaching, classroom observations, student evaluation, mentoring trainers, teacher professional development). The rest of their time is shared between student interactions (14% on average), parent or guardian interactions (9% on average) and interactions with local and regional community, business and industry (13% on average) and other tasks.

The survey revealed that 65% of principals worked on a professional development plan for their training centre and just over half (54%) used student performance and student evaluation results (including national/international assessments) to develop the training centre's educational goals and programmes.

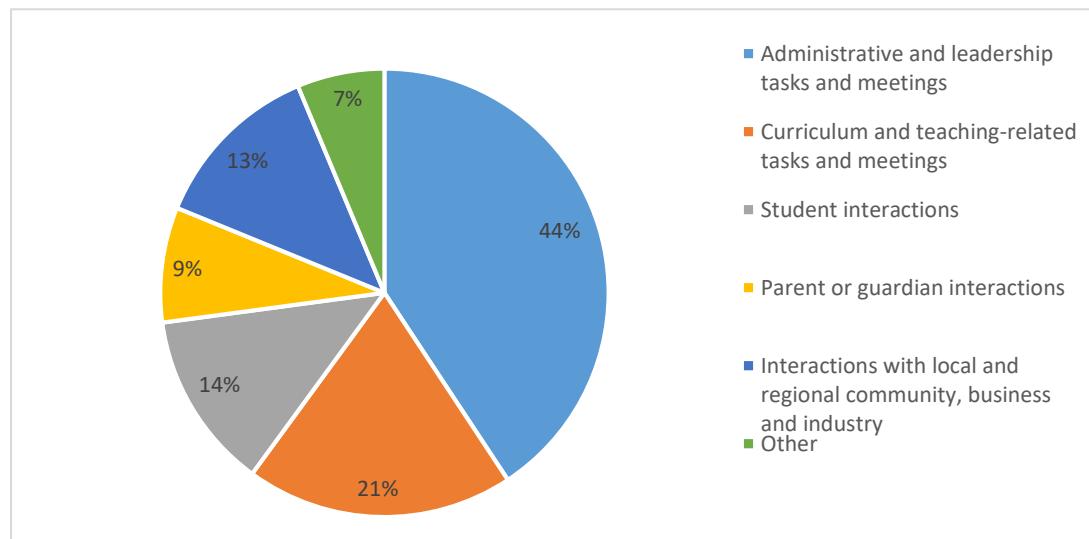


Figure 4: Average percentage of time spent by principals on different tasks in this training centre

Around three quarters of principals collaborated often or very often with trainers to solve classroom discipline problems, took actions to support cooperation among trainers to develop new teaching practices or took actions to ensure that trainers feel responsible for their students' learning outcomes and resolve problems with the lesson timetable in the training centre. However, only a few often or very often (27%) observed instruction in the classroom and 73% only sometimes, rarely or never engaged in this activity. Most of directors (86%) say that they checked for mistakes and errors in training centre administrative procedures and reports. The principals are divided fifty-fifty between those who were never, rarely, or sometimes took actions to support cooperation among trainers to develop new teaching practices and who were engaged in communication with parents and those who practice them often or very often. 68% of principals stated that they often or very often collaborated with principals from other vocational training centres during the last 12 months.

#### How are other stakeholders engaged?

Figure 5 shows that most principals opted for a participatory governance. Indeed, 80% of them said that they don't make important decisions on their own and almost all of them (95%) agree or strongly agree that their training centres provide staff with opportunities to actively participate in training centre decisions and that there is a collaborative training centre culture which is characterised by mutual support. However, principals are divided fifty-fifty between those who agree or strongly agree and those who disagree or strongly disagree about whether their training centres provide parents or guardians with opportunities to actively participate in training centre decisions. More than one-third (36%) of principals reported that students are not provided with the opportunity to actively participate in training centre decisions.

Most principals report that the governing boards include trainers (88%), members of the training centre management team (93%) and training centre administrative personnel (81%). Just over half of the principals claimed that their governing boards contain representatives of enterprises (labour market institutions, employer associations) and trade unions.

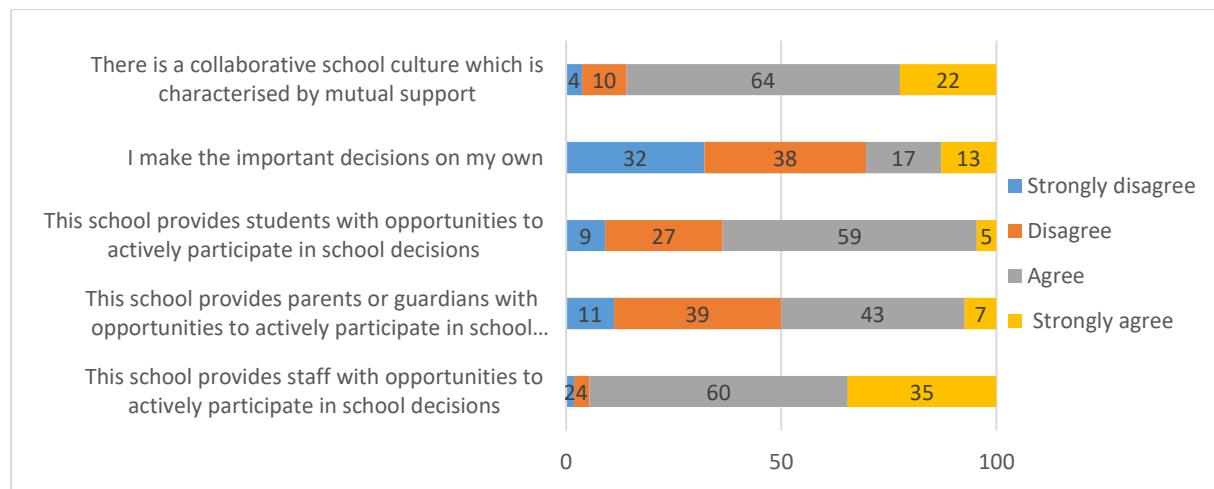


Figure 5: Are the following currently represented on this training centre's governing board

#### What constrains the effectiveness of management?

Figure 6 shows that the main constraints limiting principals' effectiveness are: insufficient training centre budget and resources (91% of responses "to some extent" and "a lot"), government regulation and policy (87% of responses "to some extent" and "a lot"), lack of opportunities and support for trainers' professional development (70% of responses "to some extent" and "a lot"), high workload

and level of responsibilities in their own job (62% of responses “to some extent” and “a lot”) and, with a slightly lower frequency (57% of responses “to some extent” and “a lot”), the lack of shared leadership with other training centre staff members.

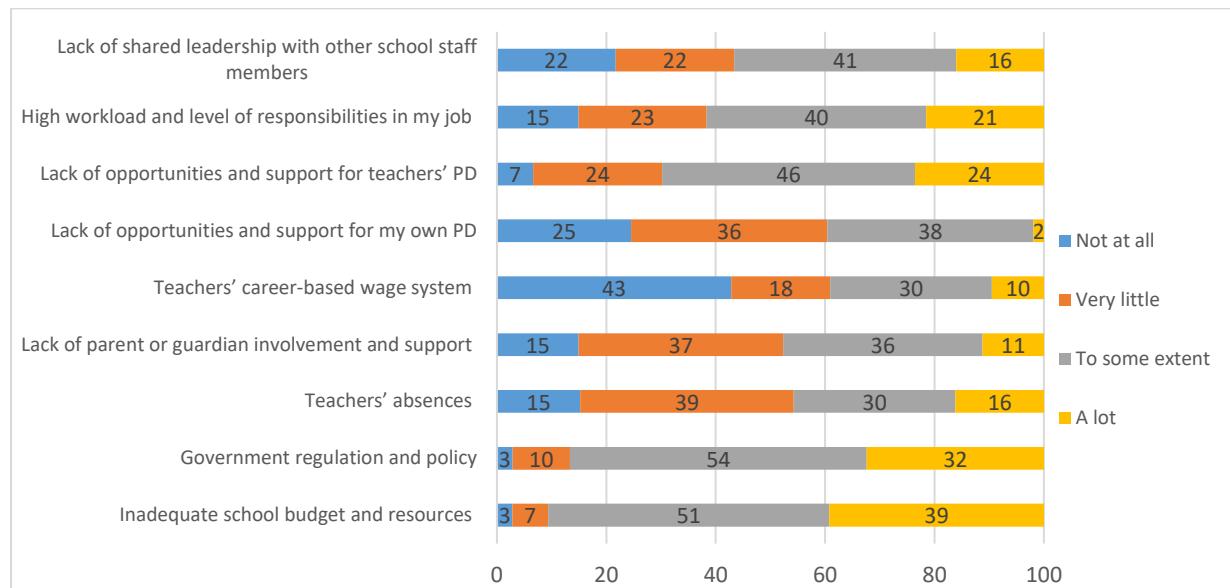


Figure 6: To what extent do the following limit your effectiveness as a principal in this training centre? (%)

More than two-thirds of principals identified shortage or inadequacy of instructional materials as the main constraint to effective teaching (Figure 7). Shortage of support personnel, qualified and/or well performing trainers, trainers with competence in teaching students with special needs, together with insufficient or inadequate library materials, lack of practice instructors, shortage or inadequacy of computers for instruction and computer software for instruction are considered to some extent or a lot as barriers to quality teaching by almost 68% of principals.

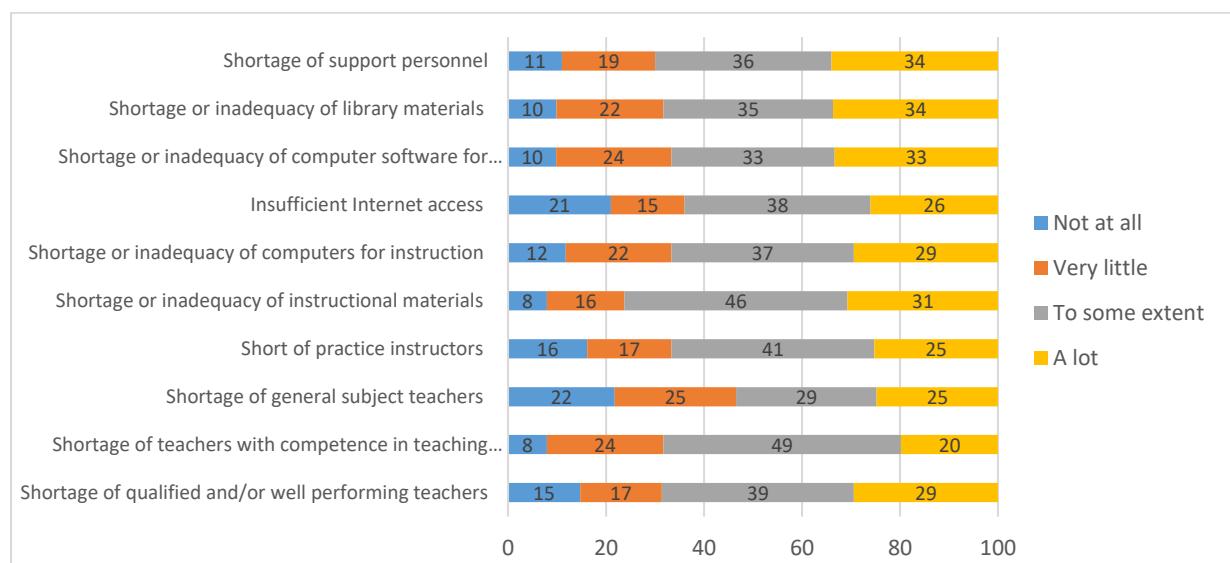


Figure 7: Is this training centre's capacity to provide quality instruction currently hindered by any of the following issues? (%)

Figure 8 shows that lateness is widespread in vocational training centres in Tunisia. 29% of principals reported that students are late on a daily basis. Absenteeism among students is also a widespread

phenomenon in the vocational training system in Tunisia. Indeed, 29% of principals said that students are absent at least once a week.

Cheating, vandalism and theft, intimidation or verbal abuse among students are absent or almost rare according to the principals. Physical injury caused by violence among students and intimidation or verbal abuse of trainers or staff are absent according to 50% of principals and rare for the remainder.

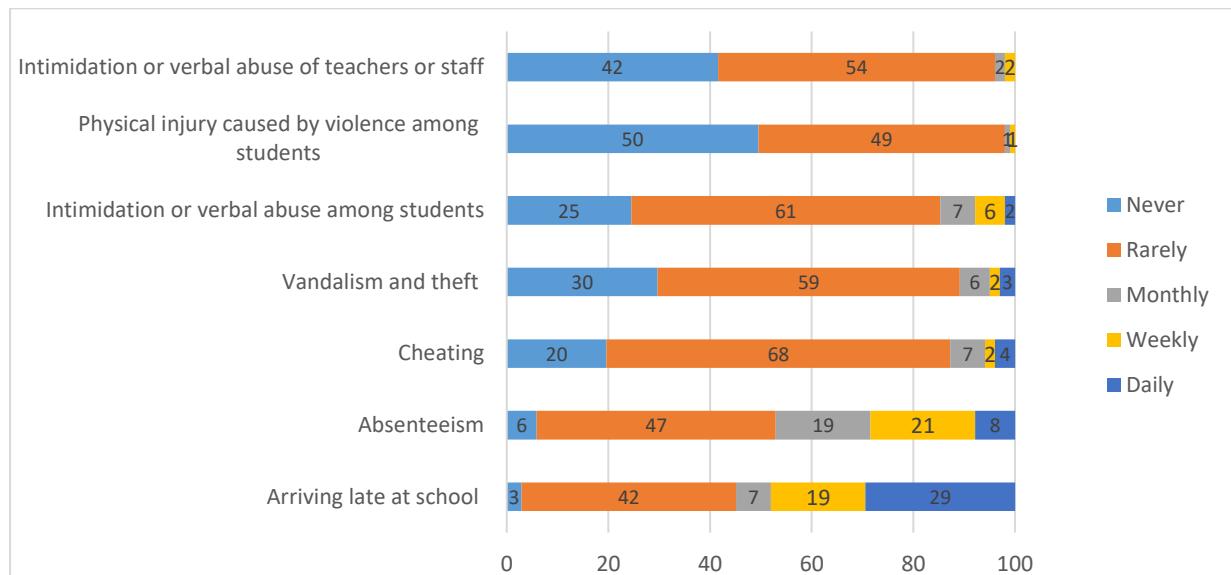


Figure 8: In this training centre, how often do the following occur (By students in this training centre)?

According to principals, only a very small minority of trainers are regularly late and even fewer are regularly absent. Discrimination on the part of trainers is almost entirely absent. (Figure 9)

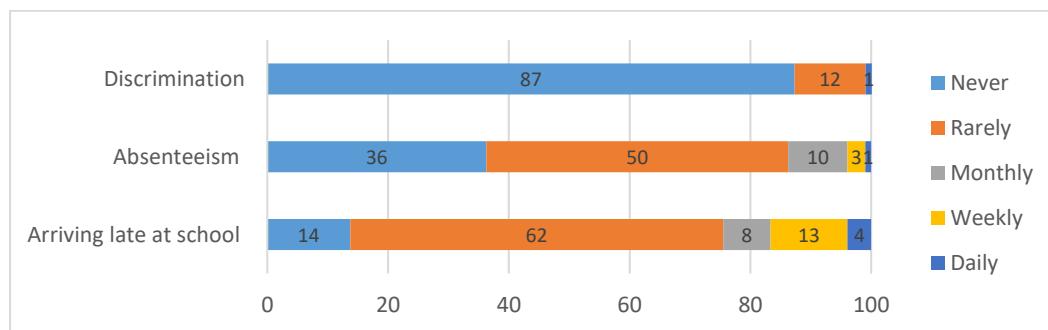


Figure 9: In this training centre, how often do the following occur (By trainers in this training centre)?

### Appraisal of trainers

Even though it is enshrined in the law, the formal evaluation of trainers' work is a rare practice in the Tunisian vocational training system. According to the training centre principals' survey, teacher evaluation is mainly done by principals themselves and in some training centres by the members of the training centre management team. Approximately 50% of principals survey students about teaching and discuss the feedback received by parents or guardians and 43% observe the classroom teaching and analyse the students' test scores. The assessments of trainers' content knowledge and the discussion of trainers' self-assessments of their work are, in part, shared with the training centre management team and external people or services. However, a quarter of principals said that the formal appraisal of trainers' work did not take place in their training centres.

Almost one-third of principals said that they always or most of the time discussed with trainers the measures to remedy any weaknesses in teaching. Following teacher appraisal, only 9% of principals reported that mentors are always or most of the time appointed to help trainers to improve their teaching and 14% said that teacher appraisal had an influence on the likelihood of career advancement. Only 41% of the principals of public vocational training centres said that a development or training plan is prepared for each teacher. By contrast, 75% of principals of private training centres stated that a development or training plan is prepared for each teacher. In public training centres appraisal only very rarely results in reduced annual increases in pay following a poor performance, change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities), change in a teacher's salary or payment of a financial bonus or dismissal or non-renewal of contract. By contrast, 42% of the principals of private vocational training centres stated that they always or most of the time dismiss or don't renewal the contract of VET trainers in case of poor performance.

### Training centre Culture

Around 96% of principals agree or strongly agree that there is mutual respect between trainers and that the relationships between trainers and students are good. 89% of them agree or strongly agree that their training centre staff have open discussions about difficulties. Around two thirds of principals believe that their staff have shared beliefs about the training centre teaching and learning and that there is a high level of co-operation between the training centre and local businesses and between the training centre and the local community.

## CONCLUSIONS

In most vocational training centres, decision-making is participatory. Training centre Boards have some influence over the curriculum, recruitment and internal use of the budget. However, decisions about recruitment, dismissal or suspension of trainers and about trainers' salaries, including setting pay scales and salary increases, are mostly centralized at the national level.

Most training centre boards include representation of the training centre management team, trainers and administrative personnel. Only 42% of training centre Boards include representation of enterprises.

Principals spend about 40% of their time on administrative and leadership tasks and about 20% of their time on teaching and curriculum. About 90% of principals agree that the major constraints limiting their effectiveness are the inadequacy of the training centre budget and resources along with government regulation and policy. Insufficient CPD opportunities for teacher and excessive workload are also seen as major barriers by more than 60% of principals. More than two-thirds of principals identified the following factors as constraints to effective teaching: shortage or inadequacy of instructional materials; shortage of support personnel; shortage of qualified and/or well performing trainers; shortage of trainers with competence in teaching students with special needs; shortage or inadequacy of library materials; shortage of practice instructors; shortage or inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction.

Principals and senior management observe and give feedback to staff in about 50% of vocational training centres. However, only 40% of principals observe their staff when teaching. Formal appraisal is absent in 25% of training centres (although a legal requirement). Poor teaching performance does not lead to strong sanctions, for example, an impact on salary, promotion or contract. Only 42% of training centres expect trainers to have an individual training plan.

By contrast principals and boards in private training centres have greater authority, e.g. over salary and recruitment, and they are more likely to follow up poor teaching performance with remedies.

## MAIN ISSUES & RECOMMENDATIONS

Main issues	Recommendations
Principals and Training centre Boards lack the autonomy to make key decisions or to reallocate resources to improve training centre performance.	Empower principals and training centre boards to participate in key decisions relating to recruitment, remuneration, performance management and use of budget.
The consultation of representatives of students, social partners and parents or guardians in decisions relating to the life in the management of training centres remains occasional and very limited.	Involve social partners, student and family representatives in the management and development of training centres.
Principals spend only 20% of their time addressing issues around curriculum and teaching.	Strengthen the role of principals and training centre management in relation to the development of teaching and curriculum, e.g. through observation, organisation of CPD etc.
Shortage and inadequacy of instructional materials are a major constraint to effective teaching.	Teacher training centres should support and coordinate trainers to develop up to date instructional materials in collaborative manner.
Lack of financial resources at the level of vocational training centres.	Review funding for training centres with a view to increasing funding and/or efficiency of budgets.
Formal evaluation of trainers' work is an undeveloped practice in the Tunisian VET system.	Strengthen evaluation practice at the level of training centres.

## 5 APPROACHES TO TEACHING AND LINKS TO THE WORK PLACE

This section offers a description of how vocational trainers are carrying out their responsibilities.

### Teaching

Trainers in Tunisian Vocational training centres say that they favour a practice-based pedagogy. Indeed, table 5 shows that 83% of surveyed trainers, said that they plan lessons, frequently or always, so that when students learn new theory or knowledge they are also apply that theory or knowledge to work-like tasks and 77% demonstrate practical tasks to students who then carry out the same practical tasks and 70% of them allow students to learn theory and also to use that knowledge to solve practical problems within one lesson. 70% of surveyed trainers stated that they allow, frequently or always, students practice similar tasks until students master the material and 62% of them said that they refer to a problem from work to show how knowledge or skills can be applied. 62% of trainers say that students work, frequently or in all lessons, in small groups to come up with a joint solution to a problem or task.

Table 5: How frequently the trainers use different teaching methods (%)

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
<i>I present a summary of recently learned content</i>	16	24	31	30	263
<i>Students work in small groups to come up with a joint solution to a problem or task</i>	4	34	42	20	261
<i>I give different work to the students who have difficulties learning and/or to those who can advance</i>	20	43	26	12	261
<i>I refer to a problem from work to show how knowledge or skills can be applied</i>	4	31	49	16	261
<i>I let students practice similar tasks until I know that every student has understood the subject matter</i>	3	28	46	24	262
<i>I check my students' exercise books or homework</i>	9	28	40	23	262
<i>Students use ICT (information and communication technology) for projects or class work</i>	33	36	24	7	257
<i>I demonstrate practical tasks to students who then carry out the same practical tasks</i>	4	20	48	29	258
<i>Students learn theory and also use that knowledge to solve practical problems within one lesson</i>	5	26	44	26	261
<i>I plan lessons so that when students learn new theory or knowledge they also apply that theory or knowledge to work-like tasks (work practice).</i>	3	14	47	36	260
<i>I use digital technology to prepare or find instructional material</i>	14	36	32	19	256
<i>I use video in my teaching</i>	14	44	31	11	256

Interviews with stakeholders confirm that participatory and active learning pedagogies are well established in the Tunisian VET system. It should be noted that trainers also use more traditional pedagogies: the presentation of a summary of recently learned content (61% frequently and almost in every lesson) and the checking of students' exercise books or homework (63% frequently and almost in every lesson).

However, almost two-thirds of the interviewed trainers stated that they do not or rarely give different work to the students that learn at different paces, and that students rarely or never use ICT (information and communication technology) for projects or class work. 50% of vocational trainers make no or little use of digital tools or the internet to prepare instructional materials.

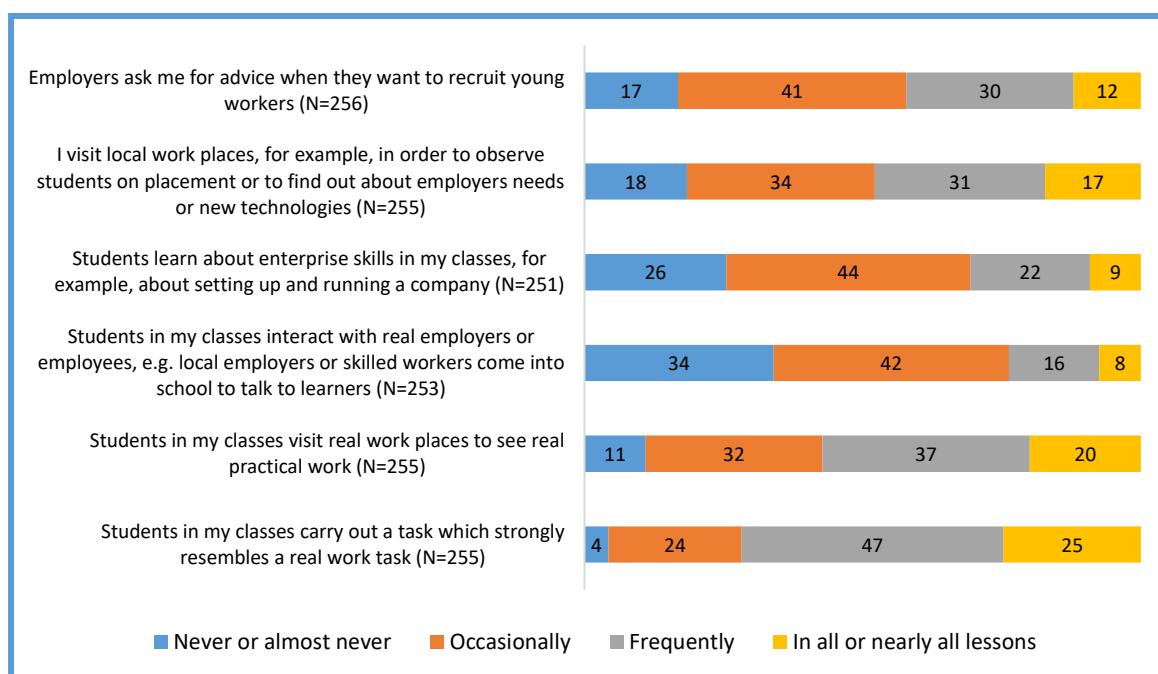
#### Links to the Work Place

The Tunisian VET system is supposed to make the links between theory and practice. Almost 3/4 of trainers say that their students carry out, frequently or in all or nearly all lessons, a task which strongly resembles a real work task and 57% state that their students visit, frequently or in all or nearly all lessons, real work places to see real practical work. Just under half (48%) of VET trainers said that they frequently visit local work places, for example, in order to observe students on placement or to find out about employers needs or new technologies and 34% of them make occasional visits. 42% of

trainers say that they are frequently or very frequently asked for advice about recruitment by employers.

VET trainers stated that students in their classes interact frequently or very frequently (24%), with real employers or employees, e.g. local employers or skilled workers come into training centre to talk to learners. It follows that 76% of trainers say that their students had little or only occasional direct contact with employers or employees. Entrepreneurship and business creation culture is relatively weak in the Tunisian VET program. Only 31% of surveyed trainers said that students learn frequently or all the time, about enterprise skills in their classrooms, for example, about setting up and running a company.

Table 6: Please indicate how well the following statements describe the relation between training centre learning and the workplace for your students (%)



## Work-based learning

Vocational education in Tunisia recognises the importance of work practice. Most training programmes provide work-study internship in companies. Indeed, 70% of surveyed trainers reported that most of the students that they teach have placements in work places lasting at least 10% of the time of their entire programme. 9% said that most of the students that they teach have work placements lasting less than 10% of the time of their entire programme and 21% stated that some of the students that they teach have placements in the work place.

## Behaviour and Motivation of Students

Figure 10 shows that trainers didn't have big challenges in terms of student motivation or poor behaviour. Around 60% of trainers declared that they don't have to wait long for their classes to quieten down and 51% said that they never waste time because of interruptions, 91% said that they enjoy teaching their students in most or almost all of their classes. 79% of trainers say that most or all of their students are well motivated.

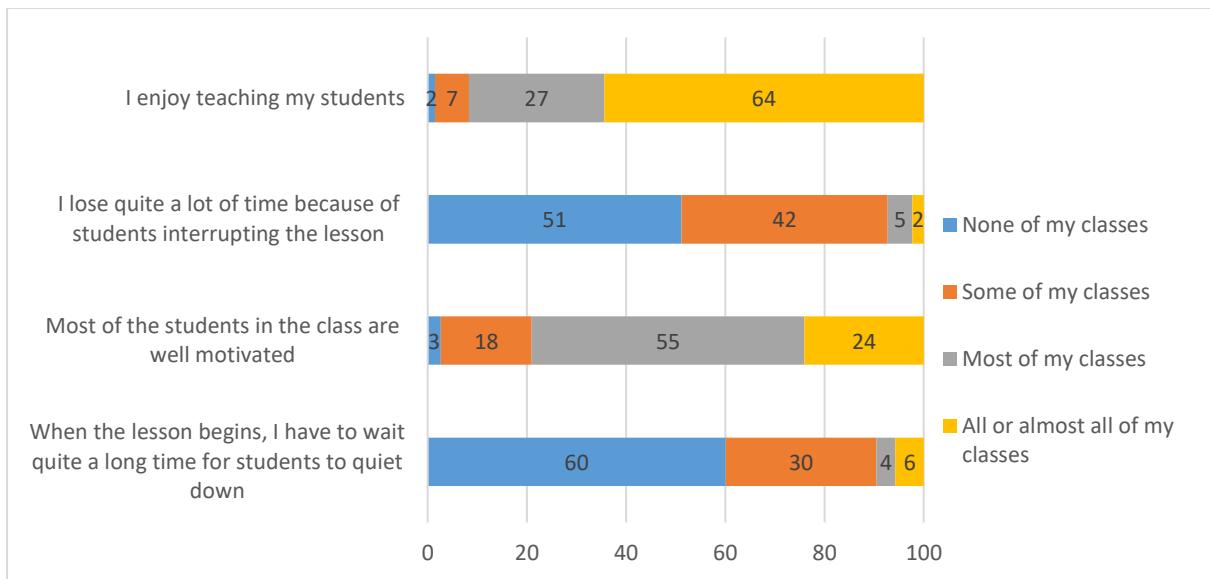


Figure 10: How well the following statements describe your teaching experience. (%)

## Curriculum

Figure 11 shows that 81% of trainers stated that their teaching and planning are frequently or always or nearly always, guided by the published national curriculum or qualification standard for their subject and more than 78% of them said that they frequently or always, focus on skills and knowledge required by employers.

Around three quarters of VET trainers always or nearly always prepare a detailed lesson plan for their lessons and a plan for how they will teach different topics and outcomes over the training centre year. 68% of them experiment always or nearly always with different methods of teaching and learning in order to see which works best and 62% focus particularly on topics that students will be assessed on in tests and exams.

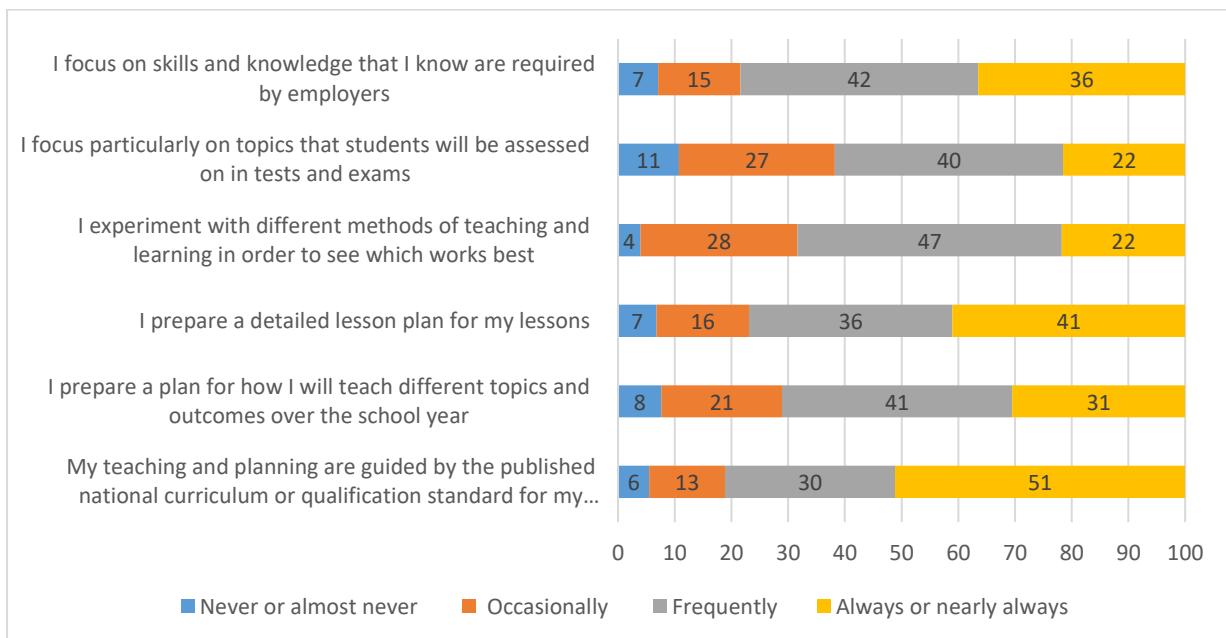


Figure 11: How frequently your teaching is guided in the different ways listed below? (%)

## Educational Resources

Trainers confirmed the view of their principals that many classes and students lack access to appropriate resources for learning such as textbooks, up-to-date tools and equipment, consumable materials, computer hardware and software, internet and other learning materials and sources. Most surveyed trainers agree on the lack of pedagogical resources available for both trainers and learners. Indeed, Table 7 shows that less than half of trainers report that students have access to appropriate resources frequently or in all lessons.

Most trainers consider that students do not have access to appropriate, good quality instructional materials, e.g. textbooks, and don't have access to reliable and appropriate computer hardware and software to let them use digital technology. About 50% of VET trainers stated that students have frequently or in all lessons, access to appropriate and up-to-date tools and equipment and to sufficient consumables so that they can learn and develop practical skills.

Table 7: How often do the following statements apply to your classes? (%)

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
<b>Students have access to appropriate, good quality instructional materials, e.g. textbooks</b>	38	31	21	11	230
<b>Students have access to appropriate and up-to-date tools and equipment in order to learn practical skills</b>	16	37	33	14	245
<b>Students have access to sufficient and appropriate consumables so that they can develop practical skills</b>	12	40	37	12	246
<b>Students have access to reliable and appropriate computer hardware and software to let them use digital technology in my subject</b>	31	39	22	8	242
<b>Students have adequate access to the internet to enable them to support learning in my subject</b>	35	41	17	7	232
<b>Students use a digital Learning Environment, for example, Moodle, Sakai</b>	58	27	12	3	232

## Assessment

The measurement of student learning through assessment is a fundamental component of learning because it sums up student learning and estimate students' level of achievement in order to enhance student learning and meet course learning objectives. The table below suggests that Tunisian VET trainers are more likely to use their own tools for assessment than to use standard tools.

81% of surveyed VET trainers observe frequently or in all lessons students when working on particular tasks and provide immediate feedback and 65% of them frequently or in all lessons organize students so that they can give feedback to one another in pairs or small groups. However, almost half of them administer frequently or in all lessons a standardized test (44%), provide written feedback on student work in addition to a mark or score (55%) and have individual students answer questions in front of the class (45%). 54% of them, frequently or in all lessons, set some students particular learning tasks

because their assessment shows that they need further learning. This confirms the finding above (Table 4) that differentiation is present but not a dominant practice.

*Table 8: How often do you use each of the following methods to assess what students have learnt? (%)*

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
<b>I develop and administer my own assessment of student work</b>	2	15	44	39	247
<b>I administer a standardized test</b>	14	43	30	14	244
<b>I have individual students answer questions in front of the class</b>	10	35	38	17	244
<b>I provide written feedback on student work in addition to a mark or score</b>	13	42	34	11	244
<b>I observe students when working on particular tasks and provide immediate feedback</b>	2	17	48	34	247
<b>I organize students so that they can give feedback to one another in pairs or small groups</b>	4	30	40	25	245
<b>I set some students particular learning tasks because their assessment shows that they need further learning</b>	9	36	39	16	244

### Career and Job Satisfaction

Figure 12 shows that 91% of trainers participating in the survey agree or strongly agree that they are 'all in all satisfied' with their job, 89% of them think that they are motivated to master challenges in their work and 69% agree or strongly agree that the advantages of this profession clearly outweigh the disadvantages. Most surveyed trainers think they made the right choice of their professional career by becoming VET trainers since 84% of them never regret that they decided to become a teacher.

In addition, trainers are very optimistic about their career advancement opportunities. Certainly, almost all of them said that they continue to learn and improve as a teacher, 79% agree or strongly agree that they have opportunities to progress in their career as a teacher and 75% think that the teaching profession is valued in their country.

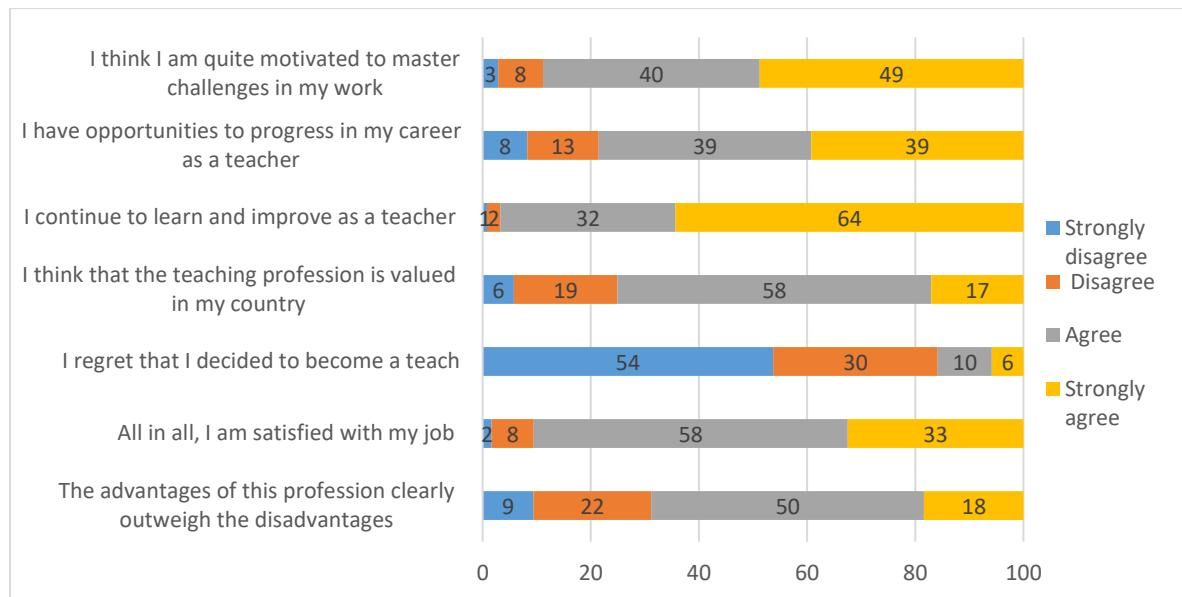


Figure 12: Trainers' satisfaction with their job (%)

89% of surveyed principals are, like trainers, on the whole very satisfied with their work and their performance in their training centres. Nearly 93% of them stated that they enjoyed working in the training centres and 85% would recommend their training centre to others as a good place for work. In Tunisia, unlike in many other countries, the majority of principals (75%) believe that teaching profession is valued by society. A little more than three-quarters of principals did not regret accepting the position of principal and if they could decide again, they would still choose this position.

## CONCLUSIONS

The survey confirms the view of stakeholders that vocational trainers in Tunisia make use of participatory and active learning pedagogies. The majority of vocational trainers in Tunisia say that they place a big emphasis on learning from practice, relating theory to practice and relating learning to the world of work. 70% of surveyed teachers say that their students carry out at least 10% of their learning on work placements. On the other hand, trainers say that direct interactions with employers and employees are infrequent for 76% of students.

Most trainers and principals are satisfied with their work and happy about their career choice. They say that they are motivated to master challenges, optimistic about career progress and, unlike in many other countries, they believe that they are valued by society. Students are mostly attentive and well-motivated. Around 80% of trainers say that, when planning lessons, they are guided by the national curriculum documents but also by their knowledge of what employers need. Trainers take an active role in devising and implementing their own assessment tools.

On the other hand, around two thirds of trainers believe, like the majority of principals, that most classes and students often do not frequently or always have access to resources for learning such as textbooks, up-to-date tools and equipment, consumable materials, computer hardware and software, internet and other learning materials and sources. Differentiation in relation to the needs of learners is not practised routinely. 50% of vocational trainers make no or little use of digital tools or the internet to prepare instructional materials.

## MAIN ISSUES & RECOMMENDATIONS

Main issues	Recommendations
Trainers do not regularly set different learning tasks for learners according to their learning needs and in response to formative assessment.	Trainers should be trained and supported to develop more differentiated learning tasks and to use formative assessment
Most students rarely or never used ICT (information and communication technology) for projects or class work. Most trainers do not make use of digital tools or the internet to prepare instructional materials.	Equipping training centres with sufficient and appropriate hardware, software and internet and training trainers to use ICT in lesson design and in classroom learning.
Trainers and students often do not have access to resources for learning such as textbooks, instructional materials, up-to-date tools and equipment and consumable materials.	Empower and support trainers and pedagogical experts to develop and share instructional materials and text books. Fund training centres to acquire up to date tools and consumables.

## PART 2 PROFESSIONAL DEVELOPMENT OF VOCATIONAL TRAINERS

This part of the report focuses on professional development at both national and institutional levels.

### 6 POLICY AND IMPLEMENTATION

#### 6.1. Legislative framework for CPD for vocational trainers

In accordance with the law 2008-10 of February 11, 2008, Vocational Education Training (VET) in Tunisia is a major component of the national system of human resource development. VET is provided under the supervision of the Ministry of Vocational Training and Employment or under the joint supervision with the Ministry responsible for a particular industry or sector.

Title IV, Article 32 of the law n° 2008-10 of February 11, 2008 on VET defines national VET structures for conception, management and support of VET, which are public establishments of an administrative or non-administrative nature, endowed with legal entity and financial autonomy. Furthermore, title II, article 48 state that VET staff include trainers of different categories, apprenticeship counsellors, educational advisers and, vocational training inspectors.

Tasks and training of trainers are regulated through the law 93-12 of February 17, 1993. In accordance with this law, the trainer of trainers examines professional situations and identifies skill needs, designs and plans training actions and monitors their implementation, prepares and runs training sessions and evaluates professional skills. He or she can also contribute to the recruitment of trainers and the development of pedagogical tools and professional practices by providing pedagogical and technical monitoring, support and research activities. Training and education programmes are implemented with a view to preparing trainers to exercise their functions and adaptation to technological and didactic evolutions.

The legal status of trainers is regulated through the law 93-10 of February 17, 1993 and explained in detail in Practices and Instruments for Training of Trainers report (2001). For full-time employees, the number of teaching hours depends upon the level of qualification: 18 hours per week for higher

education graduates, 22 hours for BTS and 32 hours for trainers with a level below that of a senior technician.

The legal framework for CPD defines responsibilities but it does not provide a formal requirement or an entitlement for trainers to develop their competences, to improve their teaching performance and to extend their professional responsibilities. In particular, the regulatory framework does not connect CPD with career development to enable a clear link between professional development and career advancement or particular additional responsibilities.

The following laws form the legal framework for CPD for VET trainers:

Title II, Articles 26-28 of the law n° 2008-10 of February 11, 2008 on Continuous training,  
Law N° 14 of February 15th, 2008 on Training of trainers, task, and pedagogical approach,  
Decree N ° 57 of July 8th, 2009 on national classification of the qualifications,  
Order N ° 79 of October 1st, 2010 on equivalence of foreign vocational qualifications,  
Decree N ° 52 of July 5th, 1994 on approval certificates,  
Decree N° 97 of April 12<sup>th</sup>, 2007 on pedagogical inspectorate statute,  
Decree N° 8 of January 26<sup>th</sup>, 2010 on designation of principals of CPD centres,  
Decree N° 54 of July 23, 1993 on administrative and financial organisation of CPD institutions,  
Decree N° 94 of November 26, 2013 on the list of institutes organising CPD cycles to adapt training to labour market needs

## **6.2. Policy statements that relate to CPD of trainers**

In our interviews, all stakeholders except those working in CENAFFIF say there is no strategy or action plan relating to CPD. Although all organisations involved in CPD are under the supervision of MVTE, information about CPD is not fully shared between all stakeholders. According to interviews with CENAFFIF and MTVE, it is planned to amend and improve some regulations relating to CPD and career development. These policies are at an early stage of development, but it is expected that they would be implemented with the 2025 National Strategy for Vocational Education.

The new strategy of the national VET system mainly deals with trainers' working conditions, certification and accreditation of diplomas, training programmes and VET trainers' tasks. Salaries are currently a contentious issue with the trainers' unions expressing concerns about rising costs of living and the CENAFFIF stating that salaries will not be part of the new strategy.

On the other hand, interviewed MTVE representatives said that a recent meeting with public and private stakeholders had been dedicated to making CPD more responsive to the needs of the private sector. Furthermore, the MTVE has a strategy that highlights several key developmental aspects including evaluating and revising programmes and identifying CPD needs.

CPD centres develop their own training programmes on a yearly basis and send them to the MVTE for validation. ATFP does not have a national CPD strategy. They just prepare an annual CPD plan for trainers and mentors based on the specific training needs of different vocational training centres which is then sent to the MTVE for validation. On the other hand, AVFA designs their CPD programmes for VET trainers based on questionnaires distributed to trainers. Responses are used later to identify training needs, a list of training topics by priority (water saving, fishing, animal production, etc.). As AFMT is a new provider of VET programmes in the Tourism sector, it is currently developing a strategy in relation to the CPD it will provide.

Interviewed stakeholders said that they did not always have a true financial and budgetary autonomy to develop a strategy and that they remain dependent on the central administration. To have more financial and budgetary autonomy, interviewed stakeholders reported that the vocational training system will need to change the legal framework that defines the conditions of supply and demand for

continuing education. Some training centres would welcome the opportunity to anticipate future labour market needs and to develop new programmes, for example, to offer training in entrepreneurship and personal development. However, such initiatives would imply a need for additional training for trainers.

MVTE has published a document for planning vocational training (2014-2018)<sup>8</sup>, which offers an overall view of the national implementation of vocational training, as well as orientations including the following main measures for planning CPD of training centres:

1. Examine the present situation of training centres in relation to both training and equipment.
2. Establish a detailed operational plan to renovate and fully equip training centres
3. Incite training centres to adopt distance training
4. Improve the process and methodology of developing, updating, and implementing CPD programmes in training centres
5. Revise and operationalize accreditation in training centres, and establish the legal and regulatory framework
6. Put in place evaluation measures and pedagogical inspection at the training centre level, and establish the legal and regulatory framework
7. Establish a guide including procedures and suitable methods of monitoring and evaluation of training actions at training centre level in order to improve quality training
8. Adopt new pedagogical and technological approaches in CPD at the training centre level
9. Set up a database on trainers and mentors following their professional and training path
10. Precisely define the functions of trainers and mentors and establish a legal and regulatory framework for them.

## CONCLUSIONS

According to the law n°2008-10 on February 11, 2008, CPD constitutes a major component of the national system of human resource development. There are directives and laws that define responsibilities for the key actors. However, this framework does not make CPD a requirement or an entitlement for trainers nor does it integrate CPD with career progression. There are some policy statements regarding CPD for vocational trainers but, at the moment, there is not yet an authoritative policy statement nor action plan to guide improvements or reform. In addition, there are some issues around implementation of existing regulations and responsibilities. For example, according to interviewed stakeholders, evaluation of CPD is limited to the collection of feedback received during the training process although the law foresees the evaluation of CPD trainers (Title IV, Art. 51 JORT). While there is evidence of some consultation with stakeholders in support of policy development for CPD this does not seem to be systematic or ongoing.

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<sup>8</sup> REFORME DU DISPOSITIF NATIONAL DE LA FORMATION PROFESSIONNELLE DOCUMENT D'ORIENTATION ET PLAN D'OPERATIONS 2014-2018, 2013.

[http://www.emploi.gov.tn/fileadmin/user\\_upload/Formation\\_Professionnelle/PDF/Reforme\\_FP\\_Tunisie-Fr.pdf](http://www.emploi.gov.tn/fileadmin/user_upload/Formation_Professionnelle/PDF/Reforme_FP_Tunisie-Fr.pdf)

## MAIN ISSUES &RECOMMENDATIONS

Main issues	Recommendations
The CPD system for vocational trainers is distributed between a plurality of institutions and actors. However, the lack of coordination among these stakeholders does not allow for the development or implementation of a coherent strategy for improvement.	Different actors, institutions and stakeholders should be brought together to agree strategies to improve and make coherent the CPD system for vocational trainers in Tunisia.
The normative and regulative framework does not establish a requirement or an entitlement for CPD for vocational trainers and does not motivate participation.	An entitlement and expectation for CPD should be defined in the normative framework.
There is no authoritative policy statement that sets out objectives for the reform of the CPD for vocational trainers nor is there an action plan to drive implementation.	Objectives for CPD for vocational trainers should be defined in the 2025 National Strategy for Vocational Education and an Action Plan published.
The status of trainers is not sufficiently recognized and attractive	Improving trainers' status and qualification in achieving quality CPD.

## 7. ORGANISATIONS AND INSTITUTIONS THAT SUPPORT CPD IN COUNTRY

Under the Ministry, four executive agencies exercising their role within the framework of programme contracts

### *Ministry of Vocational Training and Employment (MVTE)*

According to the law, the Ministry of Vocational Training and Employment (MVTE) is responsible for many aspects of CPD for VET trainers<sup>9</sup>. Essentially, it is responsible for developing the legal framework governing vocational training for VET trainers and ensuring the application of the relevant legislative and regulatory texts. It develops policies and actions to consolidate vocational training and ensures their funding, implementation and evaluation. The MVTE also coordinates work between national institutions and other bodies in the formulation and development of CPD for VET trainers. Another relevant task of MVTE is to draw up legislative and regulatory provisions relating to the CPD for VET teachers and ensures their application.

At a regional level, the MVTE is involved in monitoring training centres, providing external evaluation of training centres, providing proposals for CPD and monitoring the provision of CPD. Additionally, the MVTE provides financial resources for vocational training centres and ensures their management.

At an international level, the MVTE participates, with relevant organisations, in the preparation and monitoring of the execution of international cooperation programmes and agreements designed to promote the development of CPD for VET trainers.

### *National Center for Teacher Education and Training (CENAFFIF)*

CENAFFIF is a non-administrative public organization created in 1993 under the supervision of the MVTE, having a strong expertise in training programmes development according to the competency-based approach which offers its services to national and international public and private institutions. At a national level, CENAFFIF's main function is the development and implementation of training programmes, and the development of trainers and training actors. Among other things, CENAFFIF is charged with the following tasks:

<sup>9</sup> Law n ° 2008-10 of February 11th, 2008

- Developing the methodologies for the different fields of training and producing teaching aids;
- Developing benchmarks, standards and training programmes that meet the skills needs of the economy;
- Defining the evaluation methodologies of the training system and ensuring the production of the educational and didactic means necessary to support effective provision of the training programmes.

Concretely, the CENAFFIF designs CPD programmes for training trainers with the consent of the MVTE<sup>10</sup> All these tasks are conducted in consultation with the key stakeholders of the CENAFFIF.

CENAFFIF is the publicly funded nationally recognised training provider for the professional development of trainers. While it may generate some training programmes in the light of its own analysis it is also expected to respond to the needs of public and private training organisations.

There are 155 people working for CENAFFIF including 93 executives and it trains about 1100 trainers a year. It operates a training centre with laboratories and accommodation.

CENAFFIF has set up a multimedia centre, called a resource centre, open to trainers in training, as well as staff from different ministries. Its purpose is to publicize CENAFFIF productions in the field of programme engineering and training, and to ensure wide dissemination of technical and pedagogical information.

At an international level, the CENAFFIF enjoys a good reputation in the field of training and the development of pedagogical and technical skills in trainers. It develops a relationship of partnership, exchange and expertise with national and international organizations.

#### *Tunisian Agency for Vocational Training (ATFP)*

The AFTP is a non-administrative Public Institution created in 1993 under Law 93-11 of 17 February 1993. It manages 136 vocational training centres classified by category; 48 sectoral centres, 61 training and learning centres, 13 centres for training and apprenticeship in craft trades, and 14 training centres for girls from rural areas. Annually, AFTP provides three types of CPD to its trainers and learning advisers' namely pedagogical, technical, and transversal programmes. Its main tasks are to:

- Provide initial training to young people and adults in line with economic and social needs;
- Satisfy the request for training of qualified labour under the MTVE guidelines;
- Implement training programmes approved by the MTVE;
- Follow and evaluate the training activities taking place in training centres under its supervision.

ATFP does not have a national CPD strategy. They prepare an annual CPD plan for trainers and mentors based on the specific training needs of their vocational training centres which is then sent to the MTVE for validation. AFTP obtains training for their trainers from CENAFFIF but also from other organisations including ministries and private training providers.

The AFTP is an independent agency established by the government whose administrative and financial organization as well as the modalities of its operation are prescribed in law<sup>11</sup>.

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<sup>10</sup> CATALOGUE DE FORMATION 2017, Unité de développement des compétences des acteurs de formation (UDCAF), Centre National de Formation de Formateurs et d'Ingénierie de Formation CENAFFIF - <http://41.231.36.122/wp-content/uploads/2018/01/CATALOGUE-FINI.pdf>

<sup>11</sup> Decree n° 97-1937 of 29 September

### *Agricultural Extension and Training Agency (AVFA)*

The law on dissemination and training states that Agricultural Information and Training Agency (AVFA) is a public administrative establishment operating under the authority of the Ministry of Agriculture and Hydraulic Resources<sup>12</sup>. AVFA ensures the implementation of programmes related to economic, social and human capital in relation to agriculture and fishing. The AVFA's mission is to develop and monitor programmes and all activities related to initial and in-service training responding to the needs of agriculture and the fishing industry and its employees.

In the area of information and communication, the AVFA supports outreach programmes developed by the Regional Commissions for Agricultural Development (RCAD) that improve the level of skills and know-how of agricultural support workers (e.g. organising of workshops on programming systems, monitoring and evaluation and holding national information days)

The main activities of AVFA are providing:

- Support and advice those working in the fields of agriculture and fisheries;
- Vocational training in the areas of Agriculture and Fisheries;
- Extension programmes to enhance opportunities for rural women;
- Strengthening cooperation and developing partnership with various other actors in the sector of agriculture and fishing at a national and international level.
- Development of informative media, both print and film<sup>13</sup>.

The AVFA designs CPD programmes for VET trainers based on questionnaires distributed to trainers. The responses are used to identify training needs and to determine priorities in CPD provision (e.g. water saving, fishing, animal production, etc.).

Currently, AVFA manages 30 functional specialities in the field of agriculture and fishing distributed between 39 vocational training centres. Thirty-one institutions provide agricultural professional training in several specialties through initial and continuing training programmes. The other establishments, numbering eight, are specialized in fishing and are spread over the whole Tunisian littoral which extends over 1300 km.

The AVFA develops and provides training programmes for AVFA trainers in collaboration with the MTVE and some international cooperation agencies. 113 AVFA trainers benefited from the CPD programmes in Tunisia during the 2016-2017 period, i.e. 50% of all trainers.

### *Training Agency in Tourism Trades (AFMT)*

In accordance with a governmental decree adopted in 2017, a training agency for the tourism trades has just been created in Tunisia<sup>14</sup>. It is a non-administrative, financially independent public agency, jointly managed by the Ministries of Tourism and Handicrafts and Vocational Training and Employment. It now has 12 functional specialities in the field of tourism distributed between 8 vocational training centres. The main purpose of this non-administrative agency is to develop and train the required human resources for the different tourism trades. In the future, AFMT will introduce a monitoring system to follow-up new products and up-and-coming trends in the sector at the national and international levels. AFMT is currently devising a strategy to shape its work in providing CPD. Currently it does not provide CPD for its trainers.

### *Other providers of CPD for VET trainers*

Services for CPD are mainly provided by public (non-profit) organisations. However, private (profit) providers are increasingly involved in improving the quality and quantity of CPD for VET trainers. At a

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<sup>12</sup> Law n ° 90/73 of 30/07/1990 establishing the AVFA

<sup>13</sup> Law n ° 99-31 of April 5, 1999 and Decree No. 99-2826 of 21/12/1999

<sup>14</sup> Decree n° 2017-671 of April 28, 2017

national level, VET trainers are sometimes trained through university-industry partnerships. The following organisations have been involved in partnerships with particular vocational training centres: Tunisian Federation of Travel Agencies (FTAV), Tunisian Federation of Hotels (FTH), General Union of Tunisian Workers (UGTT), Tunisian Union of Agriculture and Fisheries (UTAP), Tunisian Union of Industry, Trade and Crafts (UTICA), Association for Adult Vocational Training (AFPA), Swiss contact and Research institutions.

In addition, there have been a number of large-scale development programmes and also cooperation with donors, which have provided a framework for CPD for vocational trainers in Tunisia. In some cases, projects have been co-designed with particular vocational training centres. Examples of projects and cooperation include:

- Training and Employment Upgrading Project MANFORME: Financed by the French Development Agency (AFD).
- Agricultural Support Services Strengthening Project: Co-financed by the World Bank (loan BIRD 7013 - TN), the Agricultural Extension and Training Agency
- Tuniso-Spanish Project: Technological Support for Training Trainers and Agricultural Technicians
- Tuniso-Spanish Project in the field of vocational training in fisheries (2003-2006)
- Tunisian-Yemeni-Japanese Triangular Cooperation
- International Organization of the Francophonie
- British Council cooperation
- Bilateral Tuniso-Belgian cooperation
- Tunisian-German cooperation
- Cooperation with GIZ

## CONCLUSIONS

CENAFFIF is the main provider of CPD for VET trainers of public and private training centres, especially ATFP, AVFA, and AFMT and particularly with respect to pedagogical rather than technical skills.

However, the ATFP and the AVFA also work independently to assess needs and to provide and monitor CPD for their own industrial sectors. Some national business and trade associations also help to design and provide CPD working in partnership with particular training centres. International development projects and organisations have made an important contribution to CPD for vocational trainers in Tunisia.

Although the MVTF has the formal role of coordinating the agencies, validating their programmes and setting their budgets with respect to CPD of vocational trainers it is not clear that it is executing this responsibility. There is no Action Plan that provides the strategic framework for the work of the Agencies – setting targets, quality standards and national or sectoral priorities for training.

There is some consultation between the agencies and with stakeholders. There are separate Development Agencies for Agriculture/Fisheries and for Tourism – which should help to engage sectoral representatives in all aspects of CPD provision. However, it is not clear how greatly industrial sectors are engaged in needs identification, design, provision and evaluation of CPD.

CENAFFIF is the major provider of CPD for vocational trainers. However, it is questionable whether it is sufficiently proactive and responsive in developing CPD programmes that meet the changing needs of vocational trainers and principals, for example, with respect to new technologies and management skills.

## *Issues and Recommendations*

<b>Main issues</b>	<b>Recommendations</b>
Activities of CPD agencies should be coordinated within the framework of a national strategy for CPD for vocational trainers which sets objectives and allocates responsibilities.	Prepare and publish a national plan that sets out the national targets and shows how the different Agencies and Centres contribute.
Industrial sectors and training centres and other stakeholders should have more voice in development, design and evaluation of CPD	Improve frequency and mechanisms for stakeholder involvement.
Current institutions are not providing programmes that meet training needs of vocational trainers.	Opportunities should be created for partnerships or new providers of CPD to make proposals for programmes that meet national standards to address urgent training needs.

## 8. CPD DESIGN, QUALITY ASSURANCE AND FUNDING

### *Designing CPD*

Although MTVE ensures the pedagogical supervision of the national system of vocational training, the CPD programmes for vocational trainers are designed and developed by CENAFFIF under the umbrella of the MTVE. CPD programmes may be designed and provided by CENAFFIF in one of the following ways:

- CENAFFIF formulates CPD programmes as a result of its own assessment of the needs of trainers in concertation with vocational training centres. CENAFFIF will then propose this programme to trainers who may choose to participate. This kind of programme will be financed directly by the MVTF or other funders.
- CENAFFIF receives a training order from a vocational training or from the MVTF containing the objectives and the required competences. CENAFFIF will then develop the programme, validate this with relevant stakeholders, and then organise delivery. This kind of programme will be financed directly by the MVTF and sometimes by donors.

For the ATFP, AVFA, and AFMT and for public or private training centres or training centres CPD may be requested by creating a 'training order' through the following stages:

- Identification of training needs;
- Formation and submission of training order;
- Processing of the training order by CENAFFIF (bring changes or adjustments on the programmes when necessary);
- Validation of CPD programmes;
- Implementation of training (training - follow-up).

CENAFFIF may use its own trainers (e.g. specialists in ICT and textiles) or it may hire free-lancers to deliver training. Training programmes are usually delivered in the workshops of suitable equipped training centres. The CPD programmes that result are quality assured and validated by the CENAFFIF in collaboration with the public or private organisation that commissions the training. However, the delivery of training is dependent on availability of human resources, financial resources, and materials necessary to its implementation.

These arrangements may result in the design of programmes which are not actually delivered (because there is inadequate funding) or CPD may not be commissioned because CENAFFIF does not have the particular expertise required or lacks capacity.

CPD at the level of training centre or training centre is managed by the principal, the trainers' council and the pedagogical committee. They plan and monitor CPD and assign CPD to individual trainers depending on the needs and training centre priorities. Trainers are expected to develop relevant knowledge and practical skills to carry out their teaching responsibilities<sup>15</sup>. In most cases, training needs will be met by identifying suitable programmes which are contained in the CENAFFIF catalogue. They are called to provide pedagogical materials, however CPD programmes are delivered by CENAFFIF. It is also possible that training of trainers can be facilitated within the training centre or through an alternative external CPD provider.

#### *Quality Assurance and Evaluation*

Although CENAFFIF has developed an evaluation guide that places emphasis on competences, in practice evaluation in training centres is internal and based on the feedback received at the end of the training. There is no external evaluation of CPD to assess the quality and the impact of CPD.

Furthermore, there is an absence of pedagogical evaluation in training centres so the impact of CPD is not registered in training centre evaluation or taken into account in assessment for career advancement.

Extensive reform has been pursued under the MANFORM programme since 2002 with a view to develop the quality assurance in VET. A series of initiatives have been taken, including the introduction of a framework quality reference for VET and the development of the competency-based approach. However, these initiatives have remained at experimental stage or even abandoned. Overall, the quality assurance functions have not been sufficiently developed and quality assurance and evaluation at the level of training centres is not well implemented.

Some stakeholders express the view that actors are motivated to participate in CPD because they regard it as a formal requirement for career progress but not because they expect that it will impact upon the mode or effectiveness of training.

On the other hand, two programmes have gone through an international quality assurance process at CENAFFIF and are now accredited ISO 9001 in July 2018: The process of developing the skills of training actors, and the information engineering process.

#### *National Funding*

The financing of initial vocational training is largely provided by the government. This budget covers all capital expenditure and operating costs of training centres. The government is also involved in funding of private CPD in the form of a subsidy for people requesting training in the field of human resources development and some needs of business in terms of training and qualification.

Training centres do not have a budget to fund professional development of their trainers. Public spending on CPD for vocational trainers results from the allocations that the Ministry provides to the national CPD agencies: CENAFFIF, ATFP, AVFA, and AFMT. These agencies then assign some of their funding to the development and provision of CPD. In practice, the annual budget is based on that of last year with some spending adjustments.<sup>16</sup> It cannot be said that spending on CPD is closely related to Strategic Goals or National Priorities. Moreover, the budget allocated for CPD remains very low and

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<sup>15</sup> Official Gazette of the Republic of Tunisia: Title II, Articles 26-28 of the law n° 2008-10 of February 11, 2008 on Continuous training. <http://www.cnudst.rnrt.tn/jortsr/2008/2008f/jo0142008.pdf>.

<sup>16</sup> Spending on CPD at ATFP was 500,000 dinars in 2016 and 800,000 dinars in 2017. The AVFA spends on average 37,000 dinars each year in CPD. CENAFFIF states that the CPD budget is estimated based on need and there is no ceiling of budget. The AFMT is a new VET provider that oversees only 8 training centres, its budget is variable and very small.

the wage rate per hour for free-lance trainers considered uncompetitive. This reduces the capacity of CENAFFIF to offer quality and relevant CPD. Currently, stakeholders and trade unions are engaged in a reflection on the reform of the financing of the CPD to facilitate its orientation towards the needs of the economy. This theme forms part of the discussions initiated under the social contract.

#### *Contribution of Trainers*

Figure 13 shows that only 17% of VET trainers contribute to the costs of the training and the rest (83% of VET trainers) are wholly financed by the government or by other stakeholders.

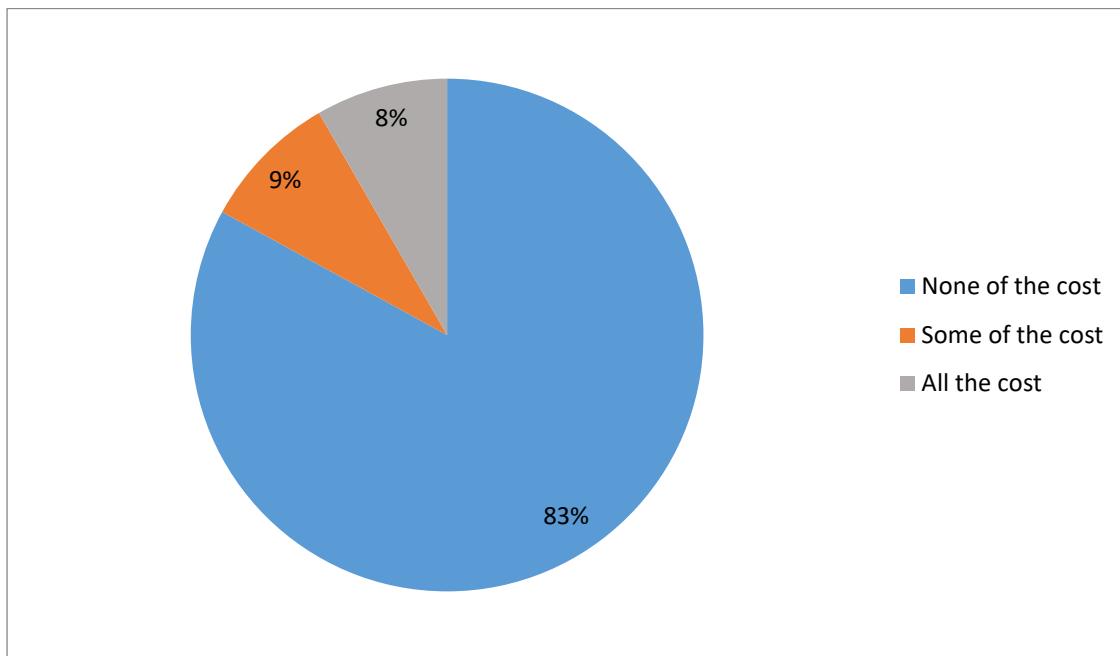


Figure 13: For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?

## CONCLUSIONS

In theory, CENAFFIF, the main provider of CPD for vocational trainers is intended to be responsive to the training needs of private and public training providers. In practice, it is questionable whether the CPD offer is regularly updated and relevant to the needs of training centres. This is due to:

1. The CENAFFIF not having up-to-date need analysis from the centres
2. Funding, programme design, monitoring, evaluation and delivery being largely controlled by CENAFFIF and the other national agencies making it difficult for training centres or employers to influence provision
3. The learning outcomes and teaching quality of training providers not being effectively evaluated so there is no pressure to ensure that CPD does raise the performance of trainers and their trainees.

It is intended that external evaluation of training centres will be developed as part of the 2025+ strategy.

CENAFFIF has in place quality assurance processes in relation to its CPD offer of which involve consultation with the beneficiaries of CPD meeting also international standards.

Public organisations are the main providers of CPD for trainers in Tunisia. Even if they are numerous, private training institutes play little part in the provision of CPD for VET trainers in Tunisia.

#### MAIN ISSUES & RECOMMENDATIONS

Centralised training agencies do not have up to date data on needs in order to plan and prioritise training offer	Better needs analysis and sharing of information and use of information in planning and coordinating CPD.
CENAFFIF and the other national agencies are not sufficiently responsive to needs of training centres and trainers	Better coordination, led by Ministry, and more engagement and consultation with stakeholders and beneficiaries
Training centres, trainers, employers and training centre evaluators are not contributing to the quality assurance of CPD.	Better practice and higher expectations for evaluation of performance and CPD in training centres.
Private training organisations and businesses contribute little to the design, quality assurance and provision of CPD.	The CENAFFIF should work in partnership with other training providers to extend the range of CPD and to meet training needs.

## 9 VOLUME, MODE AND CHARACTER OF CPD PROVISION – BY PROVIDERS OTHER THAN THE VOCATIONAL TRAINING CENTRES

### EVIDENCE OF PROVISION FROM PERSPECTIVE OF PROVIDERS

According to CENAFFIF's catalogue of vocational training (last updated in 2017), the number of CPD programmes available to VET trainers is 15. There are three types of programme: educational, technical and transversal. A total of 1512 individual training days were delivered in 2016 and 1807 training days in 2017. The duration and intensity of the training programmes depend on the subject of training. The programme can be concentrated into a solid week or long weekend of training or spread out over a period up to 20 days in duration. According to the CENAFFIF, approximately 1100 VET trainers benefit from CPD programmes each year.

### EVIDENCE OF PROVISION FROM PERSPECTIVE OF TRAINERS (SURVEY)

#### *Participation*

The survey provides evidence of participation in CPD from the perspective of vocational trainers. Only 43% of VET trainers report any participation in CPD either within or outside of their training centres within the last 12 months – the average for participation in OECD countries was 85%. 36% of vocational trainers report participation in CPD organised outside of their training centres<sup>17</sup> and 25% report participation in CPD within the training centre. Only 21% of trainers report participation in CPD focusing on their own occupational or sectoral specialism and the same percentage report participation in CPD on employer premises or with any business participation. Observation or visits to other training centres involved more trainers (46%) and a relatively large proportion (36%) say that

<sup>17</sup> This is a somewhat lower percentage than that suggested by the CENAFFIF's records of participation, however, it is possible that some trainers participated in more than one training programme.

they were involved in online or video-based CPD. 19% report that they were involved in CPD leading to a formal qualification, such as a higher degree.

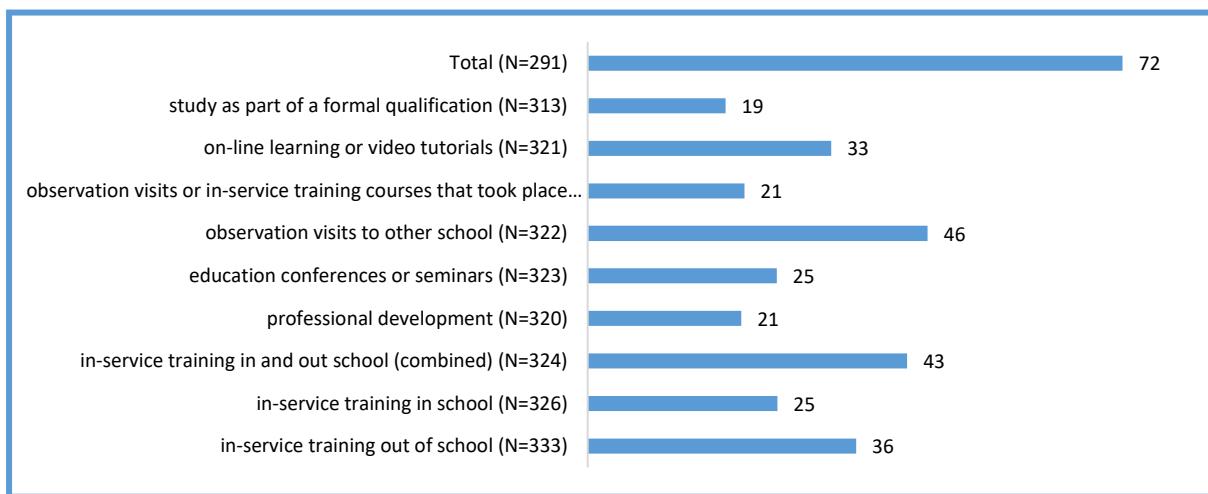


Figure 14: Percentage of trainers that received different types of CPD over the last 12 months

#### Volume of CPD

Table 9 provides volume in hours of CPD of different kinds of continuing professional development received by VET trainers in the last 12 months. It shows that 80% of those participating in CPD obtained more than 30 hours of CPD (in-service training and training off-site) in the last year. It seems that those trainers that participate in CPD usually obtain at least 30 hours p.a. Participants in CPD focusing on their vocational specialism obtained on average 84 hours of this CPD. Vocational trainers that participated in online learning or video tutorials CPD spent on average 77 hours on this kind of CPD. Given that this involved 36% of the workforce, online learning emerges as an important part of CPD provision in Tunisia. Those trainers participating in a formal qualification (a part-time university degree or an additional professional qualification) spent an average of 162 hours on this kind of CPD.

Table 9: Hours of the following kinds of continuing professional development (in-service training) received over the last 12 months

	Average no. of hours	% of respondents with 30 hours and more	N
<b>In-service training in and out training centre (combined)</b>	203	80	139
<b>Professional development</b>	84	56	66
<b>Education conferences or seminars</b>	23	17	82
<b>Observation visits to other training centre</b>	42	39	147
<b>Observation visits or in-service training courses that took place in business premises</b>	21	24	68
<b>Online learning or video tutorials</b>	77	55	105
<b>Study as part of a formal qualification</b>	162	66	58

Note: Values calculated only for those who participated in the specific trainings.

Table 9 also shows that the average number of hours of CPD in the form of visits to training centres (42) or CPD on employers premises (21) or conferences (23) are much lower.

### *Distribution of CPD - Age*

The analysis in Table 10 reveals that vocational trainers under 50 were slightly more likely to participate in CPD than those aged 50 and above. However, the difference is minor. Trainers aged under 30 and over 60 are not well represented in the sample so we cannot draw conclusions about their participation.

*Table 10: Participation in in-service training (at least 30 hours) either inside or outside of training centre by age group.*

Participation in in-service training in and out of training centre	Age groups				
	0-29	30-49	50-59	60	Total
no participation in training	1	133	45	1	180
%	100	58.08	53.57	100	57.14
participation in training	0	96	39	0	135
%	0	41.92	46.43	0	42.86
Total	1	229	84	1	315
%	100	100	100	100	100

### *Distribution - Region*

The survey also examines the distribution of CPD by region. Table 11 presents the percentage of CPD participants that received at least 30 hours of in-service training in every sampled region. Based on this table, the average percentage of trainers with the in-service training (inside and/or outside the training centre) of at least 30 hours in the whole sample is 80%. The data suggests that trainers participating in CPD working in Southern and Central regions obtain fewer hours of CPD than those in the North and in Grand Tunis.

*Table 11: The share of trainers with the in-service training (inside and/or outside the training centre) of at least 30 hours by region (%)*

	%	N
Grand Tunis	88	40
North East	86	22
North West	83	18
Centre Est	74	19
Centre west	70	10
South East	75	16
South West	64	14
<b>Total</b>	<b>80</b>	<b>139</b>

*Note: Values calculated only for those who participated in the specific trainings.*

## Distribution - Teaching Experience

Table 12 shows that vocational trainers with up to 5 years of teaching experience were more likely to participate in CPD (64%) than those with 6-15 years' experience (45%). It is difficult to draw conclusions about other age groups because of the low number of responses.

*Table 12: Participation in all kinds of CPD by teaching experience*

		many years have you worked as a teacher in total?			
Participation in in-service training in and out of training centre	0-5 years	6-15 years	16-25 years	more than 25 years	Total
no participation in training	22	79	73	8	182
%	45.83	55.24	68.22	38.10	57.05
participation in training	26	64	34	13	137
%	54.17	44.76	31.78	61.90	42.95
Total	48	143	107	21	319
	100	100	100	100	100

It is, however, surprising that the 31% of VET trainers with up to 5 years of teaching experience that participated in CPD obtained less than 30 hours of in-service training (Table 13). In contrast, we find that only about 15% of VET trainers with between 6 and 25 years of teaching experience had less than 30 hours of in-service training.

*Table 13: Participation in In-service training either inside or outside of training centre by teaching experience*

		How many years have you worked as a teacher in total?			
Hours of training in in-service training in and out of training centre over the last 12 months	0-5 years	6-15 years	16-25 years	more than 25 years	Total
less than 30 hours	8	10	5	5	28
%	30.77	15.63	14.71	38.46	20.44
30-49 hours	4	11	5	2	22
%	15.38	17.19	14.71	15.38	16.06
50-59 hours	2	2	4	2	10
%	7.69	3.13	11.76	15.38	7.30
60 hours and more	12	41	20	4	77
%	46.15	64.06	58.82	30.77	56.20
Total	26	64	34	13	137
%	100	100	100	100	100

## CHARACTER OF CPD

The methodology and organisation of CPD were also examined by the survey. Table 14 shows that modern approaches - CPD with colleagues from the same training centre, active learning methods (not only listening to a lecturer), collaborative learning activities or research with other trainers, use of new

technologies, including information technology and web-based community - were absent from CPD for 60% or more Tunisian VET trainers.

*Table 14: Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?*

	Not in any activities	Yes, in some activities	Yes, in most activities	Yes, in all activities	Total
A group of colleagues from my training centre	169	65	19	7	260
%	65	25	7.31	2.69	100
Opportunities for active learning methods (not only listening to a lecturer)	160	68	20	6	254
%	62.99	26.77	7.87	2.36	100
Collaborative learning activities or research with other trainers	164	67	19	5	255
%	64.31	26.27	7.45	1.96	100
New technologies, including information technology	163	63	22	9	257
%	63.42	24.51	8.56	3.50	100
Using an web-based community or social media to share practice or materials	167	54	27	7	255
%	65.49	21.18	10.59	2.75	100

Table 15 shows that 62 % of surveyed Tunisian VET trainers say that they participated in CPD that took the form of individual or collaborative research on a topic that interested them professionally. However, only about 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers that shared practice or resources.

*Table 15: During the last 12 months, did you participate in the following forms of professional development?*

	% having participated
<b>A network of trainers formed to support the professional development of trainers (N=312)</b>	13.78
<b>Individual or collaborative research on a topic of interest to you professionally (N= 319)</b>	62.07
<b>Mentoring and/or peer observation and/or coaching, as part of a formal training centre arrangement (N= 311)</b>	15.76
<b>Total</b>	30.79

### CPD for Principals

The survey also examined the participation of principals in CPD during the last 12 months (Table 16). Their responses reveal that 64% of them obtained, on average, 130 hours of CPD during the last year in a professional network, mentoring or research activity and 52% of them obtained on average 132 hours in courses, conferences or observational visits. The survey suggests that principals have higher levels of participation and more hours of CPD than vocational trainers.

Table 16: During the last 12 months, for how many hours did you participate in any of the following professional development activities aimed at you as a principal?

	% of respondent having participated	Hours (average)
<b>In a professional network, mentoring or research activity (N=78)</b>	64	131
<b>In courses, conferences or observational visits (N=67)</b>	52	133
<b>Total (N=60)</b>	48	256

## CONCLUSIONS

According to the CENAFFIF some 1100 vocational trainers participated in three different vocational programmes during the last 12 months. However, there are no published statistics on the number or character of participants per training programme, location, or length of the training.

According to the survey, participation of vocational trainers in CPD in Tunisia was 43% over the last 12 months – about half of the OECD average (85%). Only 21% of trainers report participation in CPD that focused on their own occupational or sectoral specialism and the same percentage report participation in CPD on employer premises or with business participation. On the other hand, of the 43% that participated in CPD, 80% obtained at least 30 hours. 36% of vocational trainers participated in CPD consisting of on-line learning or video tutorials spending on average 77 hours on these activities.

Only around 40% of vocational trainers in Tunisia participated in CPD that employed identified modern methods: CPD with colleagues from the same training centre, active learning methods (not only listening to a lecturer), collaborative learning activities or research with other trainers, use of new technologies, including information technology and web-based community. 62 % of surveyed Tunisian VET trainers say that they participated in CPD that took the form of Individual or collaborative research but only 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers.

The data suggests that trainers participating in CPD working in Southern and Central regions obtained fewer hours of CPD than those in the Northern regions and in Grand Tunis.

The participation of principals in CPD was higher. 64% of principals participated in a professional network, mentoring or research activity (average 130 hours) and 52% in courses, conferences or observational visits (average 132 hours).

## MAIN ISSUES & RECOMMENDATIONS

Issues	Recommendations
The percentage of vocational trainers that participated in CPD annually is low by international standards.	Raise participation by increasing the volume and the variety of the offer.
Opportunities for active learning methods, collaborative learning activities with other trainers, the new technologies, including information technology and web-based community were absent from CPD for most Tunisian VET trainers.	CENAFFIF and other CPD providers should review the methodology of its CPD programmes and, where appropriate, introduce modern and varied methodologies.

There is very little CPD that addresses sectoral or occupational specialisms of trainers and CPD which is delivered on business premises or in partnership with industry.	CENAFFIF (and the other CPD providers) should work in partnership with industry and other partners to provide specialised professional CPD designed to update professional knowledge and skills and work practices.
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## 10 TRAINING CENTRE BASED PROFESSIONAL DEVELOPMENT

This section is concerned with the functions of the training centre in planning and delivering CPD – particularly CPD that is especially organised for one training centre.

### Responsibilities of the Training centre

Training centres are legally required to organise traineeships for novice trainers<sup>18</sup>. They do this together with CENAFFIF which offers a training programme which is delivered out of the training centre. During this time, novice trainers are supported by a training centre-based mentor – an experienced teacher who is tasked by the principal to coach, observe and assess the novice teacher. In addition, training centres may choose to provide some initial training for novice trainers or trained trainers that join the training centre. This is known as induction training. In addition, training centres are expected to identify needs, plan, monitor and organise training. They may either arrange for trainers to participate in training offered outside of the training centre. They may organise their own training events using their own staff or bringing in trainers, however, this happens only rarely.

### Mentoring and Induction

66% of vocational trainers say that they participated in an induction programme while around 50% participated in informal induction or an administrative induction (Table 17). 72% of the principals reported that an induction programme for new trainers exists in their training centre while 78% of principals said that there is general and/or administrative introduction to the training centre for all new trainers.

*Table 17: In your first regular employment as a teacher, did you take part in any induction programme?*

	Yes	No	Total
I took/take part in an induction programme.	239	119	353
%	66.29	33.71	100
I took/take part in informal induction activities not part of an induction programme.	166	155	321
%	51.71	48.29	100
I took/take part in a general and/or administrative introduction to the training centre	156	167	323
%	48.30	51.70	100

<sup>18</sup> Law N° 10, 2008

## Mentoring

Mentoring is the transmission of knowledge and skills from a more experienced person to a less experienced or less knowledgeable person – usually in the workplace. Usually it involves reflection, observation and feedback.

Mentoring is reported to be in development in vocational training centres. 60% of surveyed principals confirmed that at present there is no access to a mentoring system for trainers in the training centre. Only 16% of trainers say that they participated in mentoring or observation over the last 12 months. On the other hand, 9.7% of respondents said that they currently have an assigned mentor and 29.7% of respondents said that they had received training to act as a mentor while 14% said that they had served as a mentor for at least one month (Table 18).

*Table 18: What is your experience of mentoring?*

	Yes	No	Total
I presently have an assigned mentor to support me	32	298	330
%	9.70	90.30	100
I have served as an assigned mentor of trainers for one month or longer	45	285	330
%	13.64	86.36	100
I have received training to support my work as a mentor of trainers	102	241	343
%	29.74	70.26	100

18% of principals said that only trainers who are new to teaching, i.e. in their first job as trainers have access to a mentoring system. Additionally, 17% of principals reported that all trainers who are new to the training centre have access to the mentoring. Only 4% of trainers agreed that all trainers at the training centre have access to mentoring.

Interviews suggest that the role of a mentor is not popular: it is not seen to carry status or earn appropriate compensation.

## Feedback

The survey explored the extent to which trainers receive feedback that might assist them to improve their teaching. Table 19 shows that, for the most part, feedback to trainers is provided by their principals or managers (17% for feedback using direct observation of classroom teaching and 14% for using students' test scores).

*Table 19: In this training centre, who uses the following methods to provide feedback to you? (%)*

	External individuals or bodies	Training centre principal or training centre managers	Assigned mentor	Other trainers
Feedback following direct observation of your classroom teaching (N=1259)	38	84	19	162
%	15.14	16.83	7.66	62.07
Feedback following an analysis of your students' test scores (N=1250)	19	71	11	179
%	7.79	14.31	4.49	67.55

Other trainers are an important source of feedback for more than 60% of trainers, both through observation and following analysis of student test scores. External evaluators and assigned mentors have a less extensive role.

### Collaboration and Peer Learning

Increasingly, it is recognised that collaboration between trainers in training centres can be a way of sharing pedagogies and improving teaching. It may therefore be regarded as a kind of professional development. Table 20 shows that informal discussions and planned discussions with other trainers are the most common forms of teacher collaboration: about 45% of trainers participated in them in the last month. By contrast, just 29% participated in planned discussion with managers or with pedagogic advisors related to teaching.

*Table 20: During the last 1 month, did you participate in the following forms of in-training centre professional development.*

	Yes	No	Total
Planned discussions with other trainers relating to your teaching?	146	179	325
%	44.92	55.08	100
Planned discussions with managers or with pedagogic advisors relating to your teaching?	92	227	319
%	28.84	71.16	100
Informal discussions with other trainers or with managers or pedagogic advisors relating to your teaching?	143	177	320
%	44.69	55.31	100

### CONCLUSIONS

It appears that induction for all new staff is generally quite well established in vocational training centres in Tunisia. With regard to mentoring of trainers the position is less clear. Mentoring seems to be largely confined to trainee trainers. Although almost 30% of trainers have received training to be mentors and some 10% say that they are currently receiving mentoring, 60% of principals say that mentoring is not available in their training centres.

There is some evidence of planned and informal collaboration between trainers but more than 50% say that they did not discuss their teaching informally or formally with a colleague and 70% did not discuss their teaching with a manager or pedagogue over the last month. This suggests that for many Tunisian trainers lesson preparation and reflection upon practice is a solitary business.

## MAIN ISSUES & RECOMMENDATIONS

Issues	Recommendations
There is a lack of guidance and support for mentoring. No special compensation or career recognition for mentors. Mentors are not well-involved in CPD process.	Revise the status, compensation, training and recognition offered to mentors. Consider how mentorship might be used more generally as a form of CPD for VET trainers and principals.
About 50% of vocational trainers work in isolation and do not share practice or collaborate with respect to their teaching	Management within training centres should find ways of encouraging and supporting trainers who collaborate, for example, by making time for collaboration and celebrating collaboration.

## 11 THE RELEVANCE AND IMPACT OF CPD

### Matching trainers to programmes

At the level of the vocational centre, directors are responsible for planning, implementation and follow-up of training. The plan should identify the mode and subject of CPD, the targeted trainers, the training schedule with delivery dates.

Needs of trainers should be evaluated through an interview which should result in the production of a training plan for each teacher. CENAFFIF has defined the stages that run from needs identification through to implementation, however, according to stakeholders, individual and centre plans are not routinely prepared and little training at centre level is implemented. It does not seem that the needs identification at the level of training centres feeds into the planning of training by the CENAFFIF or the other training agencies.

Currently, several reforms are being prepared and will be used in the future to review needs of VET trainers and to develop accordingly the appropriate programmes.

The principal has the responsibility of implementing the training plan. In consultation with the providers of CPD, the principal decides which trainer is sent to participate in which CPD programme offered by CENAFFIF or other agencies. However, there are many difficulties when implementing such plans in training centres. Firstly, there is a lack of materials and time to organize in-training centre training and secondly, vocational centres do not have the know-how or the expertise to organize either pedagogical or technical training for their own staff with the training centre. It follows that training centres are largely dependent on the offer of CENAFFIF and, to a lesser extent, other agencies. As a consequence, there is relatively little in-training centre CPD: only 25% of vocational trainers say that they participated in training within their training centres over the last 12 months.

Additionally, principals do not have any power over trainers since they are assigned to centres by an administrative decision. Principals cannot request the change of a trainer for incompetence or exclusion from the centre. Recruitment, assignment and dismissal decisions are exclusively the prerogatives of the Ministry. Therefore, many directors do not feel responsible for their trainers' competence or professional development.

How relevant is the CPD offer?

Table 21 provides a summary of participation by topic. Participation of VET trainers in professional development activities during the last 12 months is relatively high in the topics of knowledge and understanding of subject field (44%), and pedagogical competences (45%). Participation was lowest for CPD relating to teaching in a multicultural or in multilingual setting (18%), teaching students with special needs (19%), and addressing the issues of learners at risk of early leaving and drop out (23%).

Table 21: The share of respondents who participated in professional development activities on the following topics during the last 12 months (%)

	%	N
<b>Knowledge and understanding in my subject field (s)</b>	44	292
<b>Pedagogical competencies in teaching my subject field(s), including giving feedback to learners</b>	45	286
<b>Knowledge of the curriculum</b>	36	284
<b>Student evaluation and assessment practices</b>	36	279
<b>ICT (information and communication technology) skills for teaching</b>	31	282
<b>Student behaviour and classroom management</b>	29	284
<b>Approaches to individualised learning</b>	31	280
<b>Teaching students with special needs</b>	19	277
<b>Teaching in a multicultural or multilingual setting</b>	18	276
<b>Teaching cross-curricular skills</b>	30	282
<b>Approaches to developing cross-occupational competencies for future work</b>	27	277
<b>New technologies in the workplace</b>	30	281
<b>Student career guidance and counselling</b>	26	277
<b>Updating my professional knowledge and skills in relation to current practice in the workplace</b>	35	279
<b>Addressing the issues of learners at risk of early leaving and learner drop out</b>	23	277

Table 22: Respondents who have not participated in specific trainings by the level of need for such trainings (%)

	Moderate /high need	No/low need	N
<b>Knowledge and understanding in my subject field (s)</b>	37	63	147
<b>Pedagogical competencies in teaching my subject field(s), including giving feedback to learners</b>	43	57	144
<b>Knowledge of the curriculum</b>	53	47	169
<b>Student evaluation and assessment practices</b>	48	52	165
<b>ICT (information and communication technology) skills for teaching</b>	22	78	179
<b>Student behaviour and classroom management</b>	56	44	185
<b>Approaches to individualised learning</b>	48	52	174
<b>Teaching students with special needs</b>	38	62	205
<b>Teaching in a multicultural or multilingual setting</b>	31	69	204
<b>Teaching cross-curricular skills</b>	38	62	178
<b>Approaches to developing cross-occupational competencies for future work</b>	31	69	183
<b>New technologies in the workplace</b>	12	88	181
<b>Student career guidance and counselling</b>	44	56	187
<b>Updating my professional knowledge and skills in relation to current practice in the workplace</b>	18	82	164
<b>Addressing the issues of learners at risk of early leaving and learner drop out</b>	39	61	194

Analysis was conducted to find out the percentage of trainers that did not access a certain kind of CPD that nevertheless expressed a strong or moderate need for that kind of training (Table 22). This percentage represents the gap between provision and need. This training gap was around 50% for such topics as curriculum knowledge and student behavior and classroom management, student evaluation and individualized learning. These CPD topics represent priorities from the point of view of trainers. It is perhaps surprising, however, that so few trainers expressed a need to learn about new technologies in the workplace or to update their professional skills given that in most countries trainers see new technologies and updating professional skills as relatively important.

### What impact did training have?

The survey provides some evidence as to how trainers judged CPD. Table 23 shows that, depending on the topic, from 43% to 66% report that the CPD had moderate or high impact on their teaching. Higher impact was attributed to CPD on subject knowledge and understanding (66%), pedagogical competencies in subject teaching (65%) and student behaviour and classroom management (65%). On the other hand, 20-40% of trainers judged the CPD to be of no or limited impact.

Table 23: Impact of professional development activities on teaching by the following topics (%)

	No/limited impact	Moderate/major impact	Do not know	N
<b>Knowledge and understanding in my subject field (s)</b>	28	66	6	129
<b>Pedagogical competencies in teaching my subject field(s), including giving feedback to learners</b>	29	65	6	129
<b>Knowledge of the curriculum</b>	31	60	9	103
<b>Student evaluation and assessment practices</b>	37	58	5	100
<b>ICT (information and communication technology) skills for teaching</b>	31	59	10	87
<b>Student behaviour and classroom management</b>	29	65	6	82
<b>Approaches to individualised learning</b>	41	53	6	88
<b>Teaching students with special needs</b>	31	48	21	52
<b>Teaching in a multicultural or multilingual setting</b>	33	43	24	49
<b>Teaching cross-curricular skills</b>	36	53	11	85
<b>Approaches to developing cross-occupational competencies for future work</b>	34	47	19	74
<b>New technologies in the workplace</b>	30	54	16	83
<b>Student career guidance and counselling</b>	38	50	13	72
<b>Updating my professional knowledge and skills in relation to current practice in the workplace</b>	26	66	8	98
<b>Addressing the issues of learners at risk of early leaving and learner drop out</b>	19	63	19	64

Note: Values refer only to those who have participated in the specific trainings.

Topics reported to be lacking impact were CPD in multicultural and multilingual setting (43%), developing cross-occupational competencies (47%), and special needs (48%).

## Professional standards

Unfortunately, there are no professional standards for VET trainers or even for some kinds of VET trainers in Tunisia.

## CONCLUSIONS

There is a process that identifies training needs in training centres, but it is not clear whether it is implemented and if plans for individuals and centres are produced. Even when plans are produced it is doubtful that they shape the design and provision of training at national or at centre level.

There is an unmet need for training across all topics but the training gap is identified as around 50% for topics such as curriculum knowledge and student behavior and classroom management, student evaluation and individualized learning. It seems that trainers in Tunisia prioritise CPD that would help them address the needs of learners better. It is possible that trainers do not express a need for training that they do not expect to be available, so for example, in Tunisia few trainers expressed a need to learn about new technologies in the workplace or to update their professional skills – in most countries trainers see new technologies and updating professional skills as relatively important.

Depending on the topic, from 43% to 66% of trainers report that the CPD had moderate or high impact on their teaching. This suggests that raising participation would be a worthwhile investment.

## MAIN ISSUES & RECOMMENDATIONS

Issues	Recommendations
CPD provision is not informed by an effective needs analysis process, either at centre or at national level.	Vocational centres should receive assistance and training to conduct needs analysis and to produce individual and centre training plans – which should inform national and centre level training provision and resourcing.
There is a relatively large training gap in the areas of student behavior and classroom management, student evaluation and individualized learning.	More CPD should be provided to more trainers which addresses the issues related to the needs of learners, motivation and personalization.
It is not clear that trainers obtain the CPD which best matches their training needs.	Needs analysis should be enhanced to ensure that trainers are aware of a wide range of relevant CPD.

## 12 RECOGNITION AND INCENTIVISATION

How is CPD recorded?

Following each training session, the participating trainers obtain a certificate of attendance. Each training provider whether CENAFFIF, ATFP, AVFA or AFMT keep a record of which trainer has done which training in an archive file.

## Training Requirement

In accordance with the law 2008-10, CPD a traineeship is mandatory for each newly recruited teacher. This takes the form of a 6-12 month programme at the CENAFFIF<sup>19</sup>. There is no formal requirement for CPD for serving trainers.

## Career Ladder

Currently it is expected that trainers participate in CPD if they wish to progress up the career ladder. CPD participation has no direct effect on their promotion although it is normal for trainers to include information about CPD when they apply for promotion. Since the revolution of January 14, 2011, salaries for public sector workers have been an important issue in Tunisia. Currently, salaries are under review. One issue under negotiation in the training sector is the matching of trainer salaries with their career levels.

According to stakeholders, many trainers question whether the CPD that is available to them will be relevant to their trainings needs and will support their careers. This is said to discourage participation in CPD. The survey provides further evidence for this view: more than 60% of respondents believe that there is no relevant professional development offered and that there are no incentives for participating in CPD (Figure 15).

## Barriers to take up of CPD

Figure 15 shows that lack of relevant CPD and lack of incentives are the greatest barriers identified but others are significant as well. On the other hand, more than 80% of VET trainers are interested in any professional development and think that they have the pre-requisites (e.g. qualifications, experience, seniority), to participate in professional development. More than 50% say that they lack support from their training centres. Around 43% see cost as a barrier.

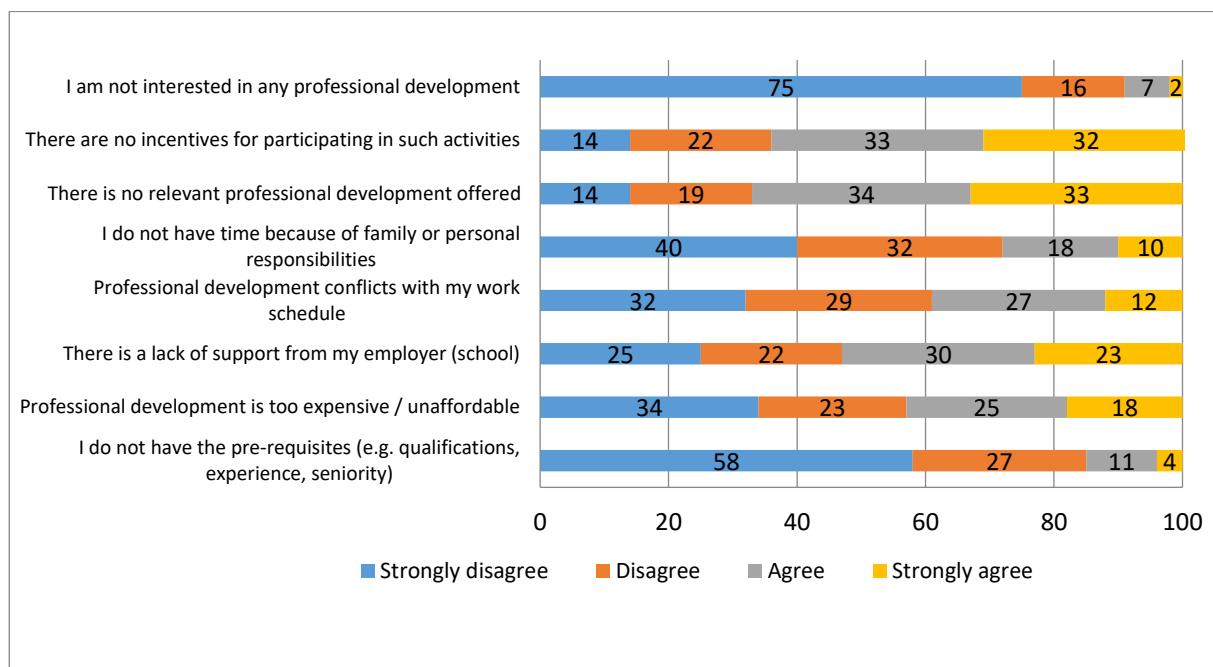


Figure 15: Barriers to participation of VET trainers in professional development (%)

<sup>19</sup> It could be full time for a month or part time over a week or 10 days. The training can be spread over the periods of the school holidays. During the training period, VET beginning trainers are exempt from teaching.

## CONCLUSIONS

According to the survey about 60% of trainers say that they are deterred from participation in CPD because of a lack of relevant offer and because there are insufficient incentives. Around 50% say they lack strong support from their training centres. The research suggests that participation in CPD is not closely linked to improvements in individual teacher performance or the development of training centres. It seems that individual trainers are not very strongly motivated to participate in training offered, and they are not strongly encouraged or supported by their training centres. It appears that there is little relationship between CPD and promotion or a career development—CPD is not designed to prepare trainers to carry out additional or special responsibilities such as mentoring, curriculum development or resource development.

Participation in CPD is not systematically published so it is not clear what progress is being made in provision.

## MAIN ISSUES & RECOMMENDATIONS

Issues	Recommendations
Trainers' participation in CPD is not clearly linked to improvements in teaching.	CPD opportunities should be linked to improvement or development of teaching.
There is little relationship between CPD and career development and enrichment.	Where possible, CPD should be designed to prepare trainers and principals to take on enhanced responsibilities and to gain recognition through promotion in the career ladder.
CPD participation is not systematically published.	National aggregated records of CPD participation should be published.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

Most of Tunisia's vocational trainers are experienced and highly qualified graduates. More than 50% are graduates (with an engineering, bachelor or master degree); 85% have more than 5 years of teaching experience in their professional career and around 73% in their current training centre. Almost 80% say that they have at least 3 years' occupational work experience. Their average age is 43 years. 74% are employed full-time. On the other hand, only about 40% of trainers benefited from an initial degree that integrated pedagogical training whilst another 36% have received some other pedagogical training. 55% of working time is spent teaching.

In most vocational training centres, decision-making in the vocational training centres is participatory. Training centre boards have some influence over curriculum, recruitment and the internal use of the budget. However, decisions about recruitment, dismissal or suspension of trainers and establishing trainers' salaries, including setting pay scales and salary increases are mostly taken at the national level.

Most training centre boards include representation of the training centre management team, trainers and administrative personnel. However, only 42% of training centre Boards consist of representation from business.

Principals spend about 40% of their time on administrative and leadership tasks and about 20% of their time on teaching and curriculum. About 90% of principals agreed that the major constraints that limit their effectiveness are the inadequacy of training centre budget and resources along with government regulation and policy. Insufficient CPD opportunities for trainers and excessive workload were also seen as major barriers by more than 60% of principals.

More than two-thirds of principals identified the following factors as constraints to effective teaching: shortage or inadequacy of instructional materials, shortage of support personnel, shortage of qualified and/or well performing trainers, shortage of trainers with competence in teaching students with special needs, shortage or inadequacy of library materials, shortage of practice instructors, shortage or inadequacy of computers for instruction and shortage or inadequacy of computer software for instruction.

Principals and senior management observe and provide feedback to staff in about 50% of vocational training centres. However, only 40% of principals observe their staff teaching. Formal appraisal is absent in 25% of training centres (although a legal requirement). Poor teaching performance does not lead to strong sanctions, for example, impact on salary, promotion or contract. Only 42% of training centres expect trainers to have an individual training plan.

By contrast principals and boards in private training centres have greater authority, e.g. over salary and recruitment, and they are more likely to follow up poor teaching performance with remedies.

The survey confirms the view of stakeholders that vocational trainers in Tunisia make use of participatory and active learning pedagogies. The majority of vocational trainers in Tunisia say that they place a big emphasis on learning from practice, relating theory to practice and relating learning to the world of work. 70% of surveyed teaches say that their students carry out at least 10% of their learning on work placements. On the other hand, trainers say that direct interactions with employers and employees are infrequent for 76% of students.

Most trainers and principals are satisfied with their work and happy about their career choices. They say that they are motivated to master challenges, optimistic about career progress and, unlike in many other countries, they believe that they are valued by society. Students are mostly attentive and well-

motivated. Around 80% of trainers say that, when planning lessons, they are guided by the national curriculum documents but also by their knowledge of what employers need. Trainers take an active role in devising and implementing their own assessment tools.

On the other hand, around two thirds of trainers believe, like the majority of principals, that most classes and students often do not have access to resources for learning such as textbooks, up-to-date tools and equipment, consumable materials, computer hardware and software, internet and other learning materials and sources. Further, differentiation in teaching and learning is not practised routinely. 50% of vocational trainers make no or little use of digital tools or the internet to prepare instructional materials.

According to the law n°2008-10 on February 11, 2008, CPD constitutes a major component of the national system of human resource development. There are directives and laws that define responsibilities for the key actors. However, this framework does not make CPD a requirement or an entitlement for trainers nor does it integrate CPD with career progression. There are some policy statements regarding CPD for vocational trainers but, at the moment, there is not yet an authoritative policy statement nor action plan to guide improvements or reform. In addition, there are some issues around the implementation of existing regulations and responsibilities. For example, according to interviewed stakeholders, evaluation of CPD is limited to the collection of feedback received during the training process although the law foresees the evaluation of CPD trainers (Title IV, Art. 51 JORT). While there is evidence of some consultation with stakeholders for the development of policy for CPD this does not seem to be systematic or regular. Implementation is also hampered by the slowness and complexity of the administrative procedures at the central level and the lack of a strong regional leadership through the regional directorates of employment and vocational training.

CENAFFIF is the main provider of CPD for VET trainers working in public and private training centres, especially ATFP, AVFA, and AFMT, and particularly with respect to pedagogical rather than technical skills. However, the ATFP and the AVFA also work independently to assess needs and to provide and monitor CPD for their own industrial sectors. Some national business and trade associations also help to design and provide CPD working in partnership with particular training centres. International development projects and organisations have made an important contribution to CPD for vocational trainers in Tunisia.

Although the MVTF has the formal role of coordinating the agencies, validating their programmes and setting their budgets with respect to CPD of vocational trainers it is not clear that it is executing this responsibility. There is no Action Plan that provides the strategic framework for the work of the all of the agencies – setting targets, quality standards and national or sectoral priorities for training.

There is some consultation between the agencies and with stakeholders. The existence of separate Agencies for Agriculture/Fisheries and for Tourism (AVFA, and AFMT) should help to engage sectoral representatives in all aspects of CPD provision. However, it is not clear how greatly industrial sectors are engaged in needs identification, design, provision and evaluation of CPD.

CENAFFIF is the major provider of CPD for vocational trainers. However, it is questionable whether it is sufficiently proactive and responsive in developing CPD programmes that meet the changing needs of vocational trainers and principals, for example, with respect to new technologies and management skills. CENAFFIF is intended to be responsive to the training needs of private and public training providers. In practice, whether the CPD offer is regularly updated and relevant to the needs of training centres is not evident. This is because:

1. The CENAFFIF does not have up-to-date need analysis from the training centres,
2. Funding, programme design, monitoring, evaluation and delivery are largely controlled by CENAFFIF and the other national agencies making it difficult for training centres or employers to influence provision,
3. The learning outcomes and teaching quality of training providers are not effectively evaluated so there is no pressure to use CPD to raise performance.

It is intended that external evaluation of training centres will be developed as part of the 2025+ strategy.

CPD is, for the most part, provided by public organisations. Even if they are numerous, private training institutes play little part in the provision of CPD for VET trainers in Tunisia.

According to the CENAFFIF some 1100 vocational trainers participated in one of the three different CPD programmes during the last 12 months. However, there are no published statistics on the number of participants per training programme, location, length of the training and the learning programme on training of trainers.

According to the survey, participation of vocational trainers in CPD in Tunisia was 43% over the last 12 months – about half of the OECD average (85%). Only 21% of trainers report participation in CPD that focused on their own occupational or sectoral specialism and the same percentage report participation in CPD on employer premises or provided by business. On the other hand, of the 43% that participated in CPD, 80% obtained at least 30 hours. 36% of vocational trainers participated in CPD consisting of on-line learning or video tutorials spending on average 77 hours on these activities.

Only around 40% of trainers in Tunisia participated in CPD that employed identified modern methods: CPD with colleagues from the same training centre, active learning methods (not only listening to a lecturer), collaborative learning activities or research with other trainers, use of new technologies, including information technology and web-based community. 62 % of surveyed Tunisian trainers say that they participated in CPD that took the form of individual or collaborative research but only 16% participated in mentoring and/or peer observation and only 14% participated in a network of trainers/trainers.

The data suggests that trainers participating in CPD working in Southern and Central regions obtained fewer hours of CPD than those in the Northern regions and in Grand Tunis.

Participation of principals in CPD was greater. 64% of principals participated in a professional network, mentoring or research activity (average 130 hours) and 52% in courses, conferences or observational visits (average 132 hours).

It appears that induction for all new staff is generally well established in vocational training centres in Tunisia. With regard to mentoring of trainers the position is less clear. Mentoring seems to be largely confined to trainee trainers. Although almost 30% of trainers have received training to be mentors and some 10% say that they are currently receiving mentoring, 60% of principals say that mentoring is not available in their training centres.

There is some evidence of planned and informal collaboration between trainers but more than 50% say that they did not discuss their teaching informally or formally with a colleague and 70% did not discuss their teaching with a manager or pedagogue over the last month. This suggests that for many Tunisian trainers lesson preparation and reflection upon practice is a solitary business.

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According to the survey about 60% of trainers say that they are deterred from participation in CPD because there is no relevant offer and because there are insufficient incentives. Around 50% say they lack strong support from their training centres. The research suggests that participation in CPD is not closely linked to improvements in individual teacher performance or the development of training centres. Therefore individual trainers are not strongly motivated to participate in the current CPD offer and they are not strongly encouraged or supported to participate by their training centres. It appears that there is little relationship between CPD and promotion. CPD is not designed to prepare trainers to carry out additional or special responsibilities such as mentoring, curriculum development or resource development.

Participation in CPD is not systematically published so it is not clear what progress is made in provision.

## Recommendations

At the level of training centre governance, appropriate authorities, agencies, CPD providers, Vocational training centres should cooperate to:

1. Empower principals and training centre boards to participate in key decisions relating to recruitment, remuneration, performance management and use of budget.
2. Involve social partners, student and family representatives in the management and development of training centres
3. Strengthen the role of principals and training centre management in relation to the development of teaching and curriculum, e.g. through observation, organisation of CPD etc.
4. Teacher training centres should support and coordinate trainers to develop up to date instructional materials in collaborative manner
5. Review funding for training centres with a view to increasing funding and/or efficiency of budgets
6. Strengthen evaluation practice at the level of training centres

With respect to teaching approaches and links to the work place, appropriate authorities, CPD providers, Vocational training centres should cooperate to:

7. Trainers should be trained and supported to develop more differentiated learning tasks and to use formative assessment to inform teaching and learning

8. Empower and support trainers and pedagogical experts to develop and share instructional materials and text books. Fund training centres to acquire up to date tools and consumables.
9. Equip training centres with sufficient and appropriate hardware, software and internet and training trainers to use ICT in lesson design and in classroom learning.

With respect to policy and implementation, the Ministry of Vocational Training and Employment and wider stakeholders should:

10. Different actors, institutions and stakeholders should be brought together to agree strategies to improve and make coherent the CPD system for trainers in Tunisia
11. An entitlement and expectation for CPD should be defined in the normative framework.
12. Objectives for CPD for vocational trainers should be defined in the 2025 National Strategy for Vocational Education and an Action Plan published.
13. Strengthen the role of the regional directorates and activate their decision-making role; better coordination between regional structure and training centres to provide the required materials and human resources.

At the level of CPD design, quality assurance and funding, Ministry of Vocational Training and Employment the agencies, VET trainers and Training centres principals should cooperate to:

14. Better needs analysis and sharing and use of information in planning and coordinating CPD.
15. Better coordination, led by Ministry, and more engagement and consultation with stakeholders and beneficiaries
16. Better practice and higher expectations in training centres in relation to the evaluation of trainer performance and impact of CPD on training
17. The CENAFFIF should work in partnership with other training providers to extend the range of CPD and to meet training needs.

With respect to volume, mode and character of CPD provision, appropriate authorities, CPD providers, Vocational training centres and agencies should cooperate to:

18. Raise participation by increasing the volume and the variety of the offer.
19. CENAFFIF and other CPD providers should review the methodology of its CPD programmes and, where appropriate, introduce modern and varied methodologies.
20. CENAFFIF (and the other CPD providers) should work in partnership with industry and other partners to provide specialised professional CPD designed to update professional knowledge and skills and work practices.

At the level of Training centre based professional development, the Ministry of Vocational Training and Employment, the agencies, VET trainers and Training centres principals should cooperate to:

21. Revise the status, compensation, training and recognition offered to mentors. Consider how mentorship might be used more generally as a form of CPD for VET trainers and principals.

22. Management within training centres should encourage and support trainers to collaborate, for example, by making time for collaboration and celebrating collaboration.

With respect to the relevance and impact of CPD, Ministry of Vocational Training and Employment the agencies, VET trainers and Training centres principals should cooperate to:

23. Training centres should receive assistance and training to conduct needs analysis and to produce individual and centre workforce training plans – which should inform national and training centre CPD-related provision and resourcing.
24. More CPD should be provided to more trainers to address the issues related to the needs of learners, motivation and personalization.
25. Needs analysis should be enhanced to ensure that trainers are aware of the full range of relevant CPD.

Regarding recognition and incentivisation, the Ministry of Vocational Training and Employment, the agencies and stakeholders should work together to:

26. CPD opportunities should be linked to improvements in teaching which are identified through feedback and to career development.
27. Where possible CPD should be designed to prepare trainers and principals to take on enhanced responsibilities and to gain recognition through promotion in the career ladder.
28. National aggregated records of CPD participation should be published.

## ANNEXES

- 1) LIST OF ABBREVIATIONS
- 2) REFERENCES
- 3) LITERATURE REVIEW
- 4) TECHNICAL METHOD REPORT
- 5) LIST OF INTERVIEWS