



Evaluating the Effectiveness of a Pedagogical Training Course for Current and Prospective University Instructors in Iraqi Kurdistan

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ARTICLE INFO	ABSTRACT
<p>Received: 29 November 2023 Revised: 24 February 2024 Accepted: 01 July 2024 Online: 11 July 2025</p>	<p>The consideration of evaluating in-service training courses is critical in Iraqi Kurdistan because several courses are left without final evaluation after implementation. Along with steps toward membership in the Bologna Process in Iraqi Kurdistan, a pedagogical training program as a reform in teaching has been conducted in recent years. However, it is unclear to what extent this course has been successful in achieving its goals or whether it was welcomed by participating teachers in their teaching practice or ignored. This study triangulated the data collection tools through questionnaires, interviews, and observations. The results of questionnaires and observations were analyzed descriptively, and qualitative content analysis was used to analyze the interview results. Aiming at an evaluation of this course, 146 participating teachers in different cities of Iraqi Kurdistan were surveyed, interviewed, and observed, and eight teacher trainers were interviewed. The results revealed that all participants in this study supported the positive impact of the pedagogy course on teachers' professional development and teaching practice. Meanwhile, they complained about the limitations and drawbacks of the course. In this regard, some implications have been made for program designers, teacher trainers, and teachers.</p>
<p>KEYWORDS</p> <hr/> <p>Evaluation In-service Education Instructor Pedagogical Training Course Professional Development</p>	

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1. Introduction

A rising amount of research shows that one of the most significant indicators of students' learning outcomes is the quality of their teachers' teaching (Lauermaun & ten Hagen, 2021; Snoek, 2021; Zhang et al., 2021). Attending professional development activities for in-service teachers may thus be an effective strategy to increase teaching quality and, as a result, student learning outcomes. Nevertheless, teachers' ongoing education is not self-evident. According to Shulman and Shulman (2004), a prerequisite for effective professional growth and learning is the teachers' desire to learn. The availability of professional development activities is another issue. Due to the factors including time, cost, and place of In-service Education for Teachers (INSET) programs it is not always feasible for all teachers to attend these programs (Mohammadkarimi et al., 2021). Another significant point is the effectiveness of INSET programs (Nur & Short, 2019; Uztosun, 2018). For instance, most INSET programs are short-time and one-shot rather than being continuous to provide long-time support for teachers, which are less efficient (Roberts, 1998). Lastly, most of the INSETs are not evaluated to find out their limitations and drawbacks and improve their quality.

In Kurdistan region of Iraq, like other parts of the world, several reforms have been implemented in education and higher education. One of these reforms is becoming a member of the Bologna Process. The Bologna Process is a series of ministerial meetings and agreements between European countries (and nowadays some other countries) to ensure comparability in the standards and quality of higher-education qualifications (Bonjean, 2018). In this regard, the Ministry of Higher Education and Scientific Research has provided a pedagogical training program for those who wish to become university teachers.

However, it is unclear to what extent this pedagogical training program considers the real needs of teachers and is appropriate for the context of Kurdistan, as well as whether teachers are motivated to implement the program's learned materials or whether they succeed in doing so. This initiative research is an attempt to investigate both the organizers and participating teachers of this program. It specifically investigates participants' attitudes toward the effectiveness of this program for teacher professional development, as well as the program's limitations and suggestions for improving the program's quality.

2. Literature Review

2.1. Teacher's Professional Development

The dynamic nature of educational philosophies and methodologies demands continuous adaptation, particularly in the global discipline of teaching English as a Foreign Language (EFL). As international developments and innovations persist, EFL instructors must engage in ongoing professional development (PD) to maintain and enhance their expertise. Ipek (2022) asserts that staying updated is not optional but imperative for EFL teachers to effectively respond to worldwide changes. Wong (2011) defines PD as a "lifelong endeavor" and a fundamental aspect of teaching practice itself, emphasizing that professional growth should not cease once one becomes a teacher. Instead, it should involve a perpetual review of current knowledge, techniques, and advancements, mirroring the continuous learning required in other fields.

Experience and reflective practice significantly contribute to teachers' professional growth (Schnitzius et al., 2021; Zimmer & Matthews, 2022). Buthelezi (2018) reinforces this by describing PD as an ongoing process where instructors adapt their teaching to meet learners' needs. PD encompasses both informal experiences, such as engaging with documentaries and professional literature, and formal experiences, like attending conferences and professional meetings. This multifaceted approach underlines that PD is broader than career development or organized in-service programs, aiming to foster comprehensive growth among educators (Allen et al., 2019; Elliott, 2017). Matherson and Windle (2017) add that PD should enhance teachers' insights, attitudes, and knowledge base, which are essential for effective teaching.

2.2. INSET Program

Professional development hinges on the principle of continual knowledge renewal, facilitated through In-Service Training (INSET) programs. Bayar (2014) defines INSET as activities designed to assist teachers in enhancing their professional perspectives, skills, and knowledge. This necessity arises from the inadequacy of pre-service education to fully prepare teachers for the diverse challenges they face in practice. For instance, despite the increasing number of English learners in the United States, many teachers report feeling unprepared to support them, underscoring the critical need for high-quality PD, particularly for teaching English learners (He & Bagwell, 2022). Junaid and Maka (2015) emphasize that INSET programs are vital for maintaining high-quality

teaching and learning. These programs aim to update teachers' content knowledge, introduce new teaching techniques, provide training in classroom management and school administration, enhance interpersonal management skills, and encourage peer collaboration. Bude and Greenland (1983) categorize INSETs based on their function and size into five types: initial training for less-qualified teachers, upgrading insufficient skills, facilitating curriculum implementation, preparing for new responsibilities, and offering general training courses.

2.3. INSET Program Evaluation

While numerous studies endorse the value of INSET programs for teacher professional development (Hung, 2016; Malone, 2022; Mohammadkarimi et al., 2021), some researchers, such as Önalán and Gürsoy (2020), highlight their unsatisfactory outcomes. Evaluating INSET programs is crucial for identifying and addressing their shortcomings to improve quality and efficacy. Uztosun (2018) argues that evaluating the effectiveness of costly training initiatives is necessary for their success.

Effective INSET evaluation involves assessing various aspects, including content and quality, to ensure they meet teachers' professional needs. A significant issue with ineffective INSET programs is often the failure of designers to consider teachers' training requirements (Önalán & Gürsoy, 2020). Sokel (2019) notes that consistency across instructional components and active participation are critical for successful professional development. Evaluation also validates needs assessment methods, revises training strategies, assesses trainee attitudes and knowledge acquisition, and determines whether the intended goals are met (Sleezer, 1991).

According to Çimer et al. (2010), successful INSET programs have key features: precise requirement assessments, appropriate course design, effective training administration, and thorough end-of-course evaluations and follow-up actions. Mantilla et al. (2024) emphasize that the most critical element is aligning the program with instructors' interests, needs, and attitudes towards professional growth. Ozen (2008) criticizes the design of some INSET programs for neglecting teachers' needs and emotions. Effective programs integrate diverse techniques such as coaching, feedback, practice, modeling, and presentation (Jayaraman et al., 2014; Uysal, 2012). The quality and pedagogical skills of trainers also significantly impact the program's success (Mahmoudi et al., 2021).

Post-course evaluation and support are essential for transforming learning into practice, the ultimate goal of INSET (Çimer et al., 2010). Evaluations ensure participants understand the material and encourage the acquisition of new skills (Spooren et al., 2013; Romiszowski, 2016). Eseryel

(2002) highlights the complexity of evaluating training programs due to dynamic interactions among training objectives, trainees, conditions, and instructional technology. Posavac and Carey (2003) categorize evaluation into needs, procedures, results, and effectiveness, stressing that different programs require tailored evaluation approaches. Regular evaluation is crucial for determining a program's effectiveness, achieving its goals, and meeting trainees' needs, particularly in an ever-evolving educational landscape.

2.4. Higher Education in the Kurdistan Region

The education system in Iraq, similar to the entire country, continues to suffer from the displacement of people and the destruction of vital infrastructure caused by prolonged economic sanctions and a series of destructive wars, including the Iran-Iraq war in the 1980s, the first Gulf War in 1991, and the 2003 U.S.-led invasion of Iraq, which was subsequently followed by a civil war that still impacts the country today. The emigration of academics and other members of the nation's intellectual elite has led to a significant exodus of intellectual capital and a decline in the standard of education. Universities suffer from a persistent lack of personnel, resulting in the substitution of experienced senior lecturers with inadequately qualified younger instructors. Between 2005 and 2013, a minimum of 324 academics have been deliberately killed. However, this figure is likely underestimated due to a significant number of unreported incidents. Although there is a lack of accurate data on the exact number of instructors who have left the country, the Iraqi Ministry of Higher Education estimated that a staggering 3,250 professors departed in the first months of 2006. Since then, thousands of other individuals have departed, including a significant amount of medical physicians and other professionals (Al-Shaikhly, 2017).

In 1992, the Kurdistan Regional Government (KRG) was formed. Although the University of Sulaymani was first established in 1968, it was transferred to Erbil and renamed Salahuddin University. In addition, the re-founded universities of Sulaymani and Duhok University in 1992, as well as the University of Salahuddin, were the only universities before Saddam's ouster.

Higher education in the Kurdistan Region is much esteemed and has a significant position in the region's society, despite its relative youth. The number of Academic staff and students only in the three main universities (Salahuddin University, University of Sulaymani, and University of Duhok) exceeds 6,000 and 50,000, respectively. The government's growth program has led to significant investment in the industry, with an emphasis on establishing new higher education institutions and universities. Currently, there are 17 private and 20 public universities in Iraqi Kurdistan. In 2010, the government invested in enhancing the quality of higher education by implementing a thorough system of quality assurance and certification. This included evaluating the performance of all teaching staff and institutions, which was eventually used to create the yearly ranking of universities in Iraqi Kurdistan (Ala'Aldeen, 2017). The

quality of higher education in the area has been decreasing owing to ongoing political and economic challenges, despite significant investment.

The increasing young population in the area has created considerable demand for educational services, putting significant strain on current higher education institutions and universities. Enhancing the quality of higher education in Iraqi Kurdistan is a significant problem that must be the region's top priority, despite the struggle to balance access, quality, and prices. The twin problem of quality and relevance must be taken into account in any higher education reform (Atrushi & Woodfield, 2018). However, reforms of the Ministry of Higher Education caused challenges for applicants teaching at universities, including obtaining an English language certificate and attending a pedagogy course.

2.4.1. Pedagogy course

Several attempts have been made to reform education, particularly higher education, in Iraqi Kurdistan. Accordingly, there were some teacher training courses that were different based on the period and content of the programs. The final and most important one is a training course that is known as "Pedagogy." In this regard, two groups of teacher trainers from both private and state universities in Kurdistan had a blended pedagogical course, which involved a period of online learning (about three weeks) followed by an intensive training (about six-seven weeks) at Häme University of Applied Sciences (HAMK) in Finland. After that, they came back to Kurdistan and started to train both teachers who were new to teaching in universities and some who were currently teaching in various schools, institutes, and universities.

This pedagogical training course is a requirement for teachers who are new to teaching in universities and want to get a scientific title ("assistant lecturer" for master holders and "lecturer" for PhD holders) as a university teacher. Teachers can attend this course in most of the cities at both private and state universities in Kurdistan and should pay to attend. There are six modules in this six-month pedagogy program, each lasting about one month. This six modules were student-centered approach, research and development, Edu-Preneurship, ICT in education, competence-based education, and innovative pedagogical methods and assessment tools (overall 30 ECTS). The program's main goal was to transform teaching, counseling, and assessment procedures to be more student-centered and competence-based. The medium of instruction is English. To accomplish this, both instructors and learners must change their roles and attitudes in Kurdistan's professional learning culture. It is critical that instructors recognize that they do not have to manage, control, or analyze every aspect of the learning process and that changes are required for learners to develop

self-regulation abilities. It is also essential to recognize that a teacher or educator is never fully prepared; their job necessitates lifelong learning (Korkealehto & Laurikainen, 2020).

However, the question is, is this pedagogy program just doing for the sake of doing or is it a planned program that is worthwhile for the Ministry of Higher Education and Scientific Research of Kurdistan? If it is valuable, to what extent do they follow up and evaluate its impacts on higher education in general and participating teachers in particular? Therefore, the following research questions are formulated to guide the study.

- To what extent are pedagogy courses effective, from the course organizers and participating teachers' point of view? What are their effects on participating teachers and their learners' outcomes?
- What are the shortcomings of pedagogy courses and suggestions for improving the quality of these courses from the course organizers and participating teachers' point of view?

To evaluate the effectiveness of the pedagogical training course for current and prospective university instructors in Iraqi Kurdistan, this study employed Kirkpatrick and Kirkpatrick's (2006) Four-Level Training Evaluation Model. This comprehensive framework allowed the study to assess the training program across multiple dimensions: participants' reactions to the training, the knowledge and skills acquired, the application of new teaching practices, and the broader impact on educational outcomes. By utilizing Kirkpatrick's model, studies can systematically evaluate both immediate and long-term effects, providing insights into participants' satisfaction, learning gains, behavioral changes, and overall improvements in teaching quality. This structured approach will ensure a thorough understanding of the training program's efficacy, guiding future enhancements to professional development initiatives in higher education.

3. Research Method

The main participants of this research were 146 university teachers who have attended pedagogical training courses in recent years. Of this number, 78 were language teachers, and the rest were from other departments. They were from different cities in Kurdistan, and they had different years of teaching experience, whether at universities or schools. Moreover, the second group of participants consisted of eight teacher trainers who were still teaching this course. They had teaching experience, at least in one round of this program. Participants were chosen based on

their availability and willingness to participate. Table 1 illustrates further information about the main participants.

Table 1.
Demographic information of participants

N	Age			Gender		Field of study		Years of teaching		Place of teaching		
	≤30	30-40	≥50	Male	Female	Language	Others	≤5	5-15	School	University	None
146	83	59	2	67	79	78	68	114	32	58	16	72

This study used a mixed-methods approach, integrating quantitative and qualitative data gathering and analysis. This research design allows for a comprehensive understanding of the participants' attitudes towards the effectiveness of the pedagogy course in their teaching practice. In this research, three different tools, namely questionnaires, interviews, and observations, were used to collect data. Questionnaires and interviews provided a more in-depth exploration of participants' perceptions, while observations provided an opportunity for the researcher to see the extent of implementation of the material learned from the pedagogy course.

A questionnaire named evaluating INSET programs was adapted from the study of Safi (2015), and the final version was piloted with 12 teachers (not the main participants) who had attended the pedagogy course. There were 15 multiple- and short-answer items, as well as four open questions. Participants' attitudes toward the impact of the pedagogy course on their professional development, the course's limitations, and their recommendations to remove these limitations were all questioned. The questionnaires were distributed online to more than 500 teachers with the help of some teacher trainers and pedagogy course administrators. However, only 146 teachers (82 men and 64 women) showed willingness and answered the questionnaires. These teachers were from the three main provinces of Iraqi Kurdistan: Erbil (n= 68), Sulaymani (n= 52), and Duhok (n= 26).

Based on the main aim of the study and the research questions, interview questions were prepared. However, after collecting questionnaires and evaluating the open questions, some modifications were made to the interview questions. The final version of the semi-structure interview contained four main questions about the main aim and research questions of the study. The participants in the interviews were 37 teachers (21 men and 16 women) from the main

participants who were selected based on their willingness. Additionally, eight teacher trainers (6 men and 2 women) participated in the interviews based on their availability and willingness. Interviews were transcribed and analyzed. The interviews were both face-to-face and online. Each interview lasted about 20 minutes. They were recorded with participants' permission.

In order to find out more about the impact of the pedagogy course on participants, the researcher observed 15 classes of teachers (1.5 hours in each class). These classes were in 15 private and public universities in Erbil, Sulaymani, and Duhok. Availability sampling was used to select these universities. The focus of observation was mostly on the extent of implementing learned materials from the pedagogy course (specifically, 3 modules of the pedagogy course).

The collected data from the questionnaires is analyzed descriptively, and the results are presented in the below section. Qualitative content analysis was used to analyze the collected data from interviews. In the observations, a checklist was used, and they were asked how they implemented the modules in their practices and why they did not implement some of them, if any. However, the type of course and content, time restrictions, and facilities of the university are considered. Checklists were also analyzed to support the results of the questionnaires and interviews.

4. Findings

4.1. Effectiveness Pedagogy Courses and their Effects on Teachers (First Research Question)

The majority of the multiple-choice and short-answer questions, as well as some open questions, concerned the effectiveness of the pedagogy course and its effects on participants. Participating teachers mostly (89%) agreed that this course is necessary for teachers before starting their careers as university teachers, while some (11%) perceived that pedagogy is not necessary at all or it is necessary only for unexperienced teachers. There were few disagreements (less than 10% in each) among teachers about the understandability of course materials, teacher trainers' teaching methods and abilities, providing feedback among themselves, and course cite, duration, and time, and they mostly had positive attitudes about these items. A considerable number of the participants (82%) said that this course meets their needs, while a few of them (18%) claimed that they did not consider the real needs of teachers completely.

According to the interviews, some contextual conditions and beliefs, such as special curriculum of the universities, large numbers of students in classrooms (sometimes more than 40 students in one classroom), and assessment systems, are not taken into account in this course.

Almost all of the teachers were satisfied with the idea that this pedagogical training was useful for them and improved their professional development. In the interviews, they confirmed that all six modules of the course were relatively beneficial for them and that they learned a lot in this course. Lastly, teachers were suspicious regarding the application of materials from the course in teaching practice. Several teachers (63%) believed that learned materials from the course could be applied or they had already implemented them in their teaching practice, but the rest (37%) believed that they could not implement most of the learned materials or had partially implemented them. In the interviews, they remarked that several factors have impeded them from implementing these materials, including what is mentioned above. In addition, they believe that applying the materials of the course puts a lot of pressure on them in both teaching and assessment procedures. But the results of the observations showed that even more than what the teachers said, they don't use the methods and techniques that are supposed to be used in the classroom, and some teachers still use traditional methods.

Moreover, teacher trainers of the course confirmed that the goals of the course were leading to improvement in the professional development of the participating teachers and in their teaching practice. They claimed that this course changed the beliefs of the teachers and they implemented most of the learned materials in their teaching. However, they did not deny the drawbacks of the course.

"Although there are some minor issues, the course has been successful."

"Teachers well-received the course and they use it in their teaching, but still there are some weak points which should be considered."

4.2. Shortcomings of Pedagogy Courses and Suggestions for Improving their Quality (Second Research Question)

There were some multiple-choice and two open questions asking about the limitations of the pedagogy course and recommendations to remove these limitations. One of the items in the questionnaire inquired whether a lack of incentive to participate in the pedagogy course is one of its limitations, while most teachers (94%) disagreed with this item. However, teachers remarked some of the drawbacks and negative points of this course. As mentioned in the previous part, compatibility of the course with the assessment system of higher education was one of the

shortcomings that they pointed out in both questionnaires and interviews. Here are some sample responses:

"We have learned many things in pedagogy, but we cannot use them because we have to follow the traditional system of examinations."

"Since we are obliged to finish the assigned course books and exams are from these books, we cannot spend the required time on techniques of pedagogy."

The applicability and feasibility of implementing the learned materials from the course in a real-life teaching situation was one of the significant limitations. They claim that there are lots of activities and techniques in pedagogy that we cannot use in our classes.

"Teacher trainers attended the pedagogy course in Finland. They want to apply it in a context that is quite different from Finland, without considering the needs of this context."

"There are 46 students in my class, and although I divide them into groups, it is still difficult to manage the classes, especially when doing some games and activities."

"There were several educational applications that we talked about in pedagogy and I believe that they are useful for students, but we neither have the internet in our classes nor the time to use them."

Surprisingly, one of the modules of the pedagogy course, research methods, was quite neglected and even forgotten by graduates of the course as well as related authorities. This module guides teachers to conduct scientific research. Most teachers didn't do research because they weren't required to, even though their contracts said they had to publish something every year:

"The head of department or other authorities never asked me to do that."

"No one told us to conduct research."

Moreover, in observations, it was observed that there were other modules of the pedagogy whose implementation was not noticed in practice, either because of the nature of the module,

which was not applicable in the specific course, or due to a lack of teachers in implementing them. Therefore, application of modules including Edu-Preneurship, competence-based education, and innovative pedagogical methods and assessment tools is rarely observed.

"Although modules are mostly general, some of them are not specifically related to our field, and we cannot use them in our classes."

"I don't know how to practically apply all of the modules in the class."

Finally, teacher trainers admitted that there are some shortcomings in the course. However, they mostly imputed limitations to the education system rather than the course itself.

"There is not any limitation in the course itself and the emerging issues are all related to factors such as the education system and teachers."

"I think most of the teachers have problems with the system of examinations, the great size of students in each class, and facilities rather than with pedagogy."

5. Discussion

The pedagogical training course in the Kurdistan region of Iraq has been implemented in recent years. It is regarded as a prerequisite for teachers who want to start teaching in higher education, both in institutes and universities. Hundreds of participants in different cities in Kurdistan pay money to attend these courses for around six months. However, the effectiveness of this course and the extent of implementing the learned materials was not clear. Therefore, as an initial effort, this research attempted to explore teachers' and teacher trainers' attitudes toward the effectiveness of the course.

The results of the questionnaire, interviews, and observations supported each other in confirming the effectiveness of the pedagogy course for professional development and teaching practice of participating teachers. In a similar vein, several other studies (Mahmoudi et al., 2021; Manasreh, 2018) confirmed the positive impact of INSET programs on teachers' professional development.

However, one of the main issues in this regard was the adaptability of teachers to the training course. Similar to Buthelezi (2018) study, there were some teachers who could not apply

the learned materials from the pedagogy course to their practice due to some contextual factors. Moreover, based on the data of the questionnaires, interviews, and observations, some modules were not applied at all by teachers because of either lack of practical knowledge to apply them or irrelevance of modules to the content of teaching courses, and it reminds us of Öztürk's (2019) study, in which he asserted that sections of INSET must be more related to the teachers' teaching content and field, as well as Birjandi and Hesari (2010), who complained about the theoretical nature of the INSET program rather than practical. Moreover, Tomlinson (1988), as designer and pioneer of INSET programs, addressed being theoretical as a general limitation of most of these programs. The mismatch between the pedagogy course as a reform and the assessment system in Iraqi Kurdistan is supported by Tan's (2017) study, in which he revealed a disagreement between pedagogical reform in China and the assessment system.

According to Mantilla et al. (2024), the most critical elements in a successful INSET are the instructors' interests, needs, and attitudes towards professional growth and INSET. Although in this research, teachers were mostly interested and had a positive attitude toward the pedagogy course, there were still some who did not believe in the effectiveness of this course. It seems that the real needs of teachers are not assessed or the contextual requirements of the course are not provided. For instance, there should be an adjustment in the number of students, and the assessment system or pedagogy course should be compatible with the current context. It supports this idea that differences between system requirements and instructors' needs in INSET are problematic, and INSET providers must keep a balance between these demands because teachers' needs may vary depending on the contexts, such as students' backgrounds and school conditions (Roberts, 1998).

Based on the interviews and observations, it was revealed that only some of the modules, though partially, are implemented by teachers, and the rest are ignored. This result aligns with the findings of Uysal (2012) and Mohammadkarimi et al. (2021), who claimed that if a module or a course is considered to be required for teachers, follow-up monitoring and support should be provided to ensure its exact implementation, and INSET programs should be continuous rather than one-shot.

6. Conclusion

In this research, the effectiveness of pedagogical training programs in Iraqi Kurdistan is evaluated. Most of the participants confirmed that this program had positive effects on their professional development and teaching practice. However, there were some teachers who believed that this course had some limitations, and the results of the observations supported this claim.

Despite positive attitudes among teachers, challenges arise in adapting the course content to the local context. The discrepancy between system requirements and teachers' needs in advanced contexts (including Finland as the designer of the primary pedagogy course) and developing contexts (including Iraqi Kurdistan) underscores the importance of aligning INSET programs with contextual realities. Moving forward, it is essential to provide ongoing support and monitoring to ensure the effective implementation of training modules, as suggested by previous studies advocating for continuous professional development programs tailored to the needs of instructors and the educational context. Finland is known for its highly developed education system, characterized by comprehensive teacher training programs and a focus on student-centered learning. In contrast, while the pedagogical training course in Iraqi Kurdistan may share some similarities with its Finnish counterpart in terms of content and objectives, factors such as resource constraints, cultural differences, and systemic challenges may impact the effectiveness of the training course and the ability of teachers to implement learned materials in their practice.

Upcoming INSETs might get several benefits from the results, specifically the limitations of this study. Applicability of materials and adoptability of teachers are significant issues for designers of any INSET program. Moreover, a needs analysis of teachers and their attitudes and interests should be considered. For the success of programs, the requirements of the course should be provided prior to implementing the course. This can include contextual facilities, and participating teachers should be informed on how to cope with the contextual differences. Teacher trainers should provide practical ways of applying INSET materials. Lastly, teachers can share their experiences and knowledge to put the things they've learned in INSET programs to use.

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