



Yemen Team

Case study in progress from the KIX-EAP learning cycle “Teacher Professional Development at Scale (TPD@Scale)” held in collaboration with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED)

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About case studies in progress

This case study in progress was drafted by a national team that participated in the KIX EAP Learning Cycle on Teacher Professional Development at Scale (TPD@Scale). Case studies in progress are ongoing and incomplete studies. As such, the KIX EAP Hub/ NORRAG does not guarantee the quality of the work nor the accuracy of the data.

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About the KIX-EAP Hub

The Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) is a joint endeavour with the International Development Research Centre (IDRC) to connect expertise, innovation, and knowledge to help GPE partner countries build stronger education systems and accelerate progress toward SDG 4. There are globally four KIX hubs or Regional Learning Partners, overseen by IDRC. The hub functions as a regional forum within KIX. NORRAG (Network for International Policies and Cooperation in Education and Training) is the Regional Learning Partner for the KIX Europe Asia Pacific (EAP) hub.

The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in the EAP region. The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

About the learning cycle on Teacher Professional Development at Scale (TPD@Scale)

This case study is a result of the KIX EAP Learning Cycle 'Teacher Professional Development at Scale (TPD@Scale)'. Organised by NORRAG in collaboration with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED), this professional development course ran from 23 September to 5 December 2022. Across 10 weeks, this Learning Cycle enabled national experts to examine how ICT-mediated TPD programmes can be scaled through adaptation/localisation to improve students' learning outcomes. Thirteen national teams of educational sector experts from Bangladesh, Bhutan, Georgia, Kyrgyz Republic, Maldives, Moldova, Mongolia, Nepal, Sudan, Tajikistan, Uzbekistan, Vietnam, and Yemen took part in this Learning Cycle.



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Part 1. Policy Brief

Context and Background

Education indicators in Yemen revealed the weakness of the Education Sector in its different dimensions including efficiency, quality and equity. The conflict caused significant damage to the education infrastructure which had a negative impact on the teacher. teacher's skills have become limited specially in terms of ICTs following old teaching methods in schools. MOE has its own institutes for training teachers in all areas of Yemen, but its work is so limited due to the lack of fund.

Education faces many challenges to keep the educational process going on due to the aggression, which make the resources very limited.

The interruption of teachers' salaries is the biggest challenge for the continuity of educational services. The suspension of teacher salaries in 14 governorates since October 2015, which representing 78 percent of the country's teachers, has severely disrupted the delivery of educational services in subsequent school years. The disruption of teaching in schools has affected an estimated 3.7 million students. UNICEF has supported teachers' incentives for two years only 2020 and 2019, then it stopped during 2021 and 2022, and this created a major obstacle in the continuation of the educational process. That explains why the teachers use ICTs at schools is limited for some teachers or not available at all for others. It is difficult to train teachers during their pre-service period in these last years due to the crisis and We are seeking to strengthen teachers' abilities by in-service training even they are limited.

Last years, MOE conducted a package of trainings that targeted teachers and school staff last year 2021, such (active learning, PSS, class management, students' management, distance learning Parent council) which funded by UNICEF, also training programs of reading and mathematics skills funded by EU. Besides that, some training programs have been implemented funded by NGO. MOE always encourage teachers to benefit from internet services, social media and digital technologies despite all the difficulties and problems.


Because of the lack to fund to implement training programs for teachers, donors and Education partners make conditions to fund training programs for teachers such as selecting the topics of trainings and targeted areas which they are not match the teacher's needs.

Regarding disability teachers, this group is really prevented from the developing skills, so MOE do advocacy to find fund to support them.

All these reasons hinder MOE to implement its policy and its own plan which is a chain of training programs that achieve sustainability and equity for all teachers. This leads to poor teaching methods and skills in comparison with the international standard level of teachers.

Challenges and issues related to quality, equity and efficiency

MOE implemented a TPD program to develop the teachers' skills especially after the COVID 19 pandemic. During the pandemic, the schools closure hinders continuous of Education for a while, which push MOE to use alternative teaching methods as well as knowledge and skills to improve the teaching process through ICTs as possible as they can. So An assessment in terms of teacher's skills is needed, as this kind of assessment never conducted and will identify the appropriate technology and skills for teachers to develop their capacity and integrate them based on the context of Yemeni teachers in order to guarantee the sustainability of the continuous professional development.



Also, the weak of monitoring and following up of MOE on teachers in their schools due to lack of fund leads to low proficiency of teachers.

Equity challenge for Teachers Skills Development

Not all teachers in Yemen have equal access to ICTs, and that for different reasons such as:

- Difficulty to access internet and lack of electricity in a lot of rural - remote areas.
- MOE needs a support in order to ensure inclusive access to all teachers.
- The teachers cannot have access to internet or buy internet cards because of they have not received salaries and the difficult economic situation. Some don't even have smartphones to help them communicate and interact with each other.
- Concerning female teachers, they are nearly 61,000 (volunteers or public teachers). We believe that they are suffering more than their male teachers, due to the responsibilities and in and outside home, which make their time limited in comparison to men teachers (110,000). Female teachers (84,000) in Yemen are bound by customs and traditions which limit their teaching capacities. The family nor the society encourages woman to develop their teaching skills especially in remote areas.


Quality and Efficiency challenge for Teachers Skills Development

- Teachers still using old traditional method of teaching without quality or using the available technology.

Quality is related to efficiency as quality requires clear standards to guarantee the effective use of technology. For instance, it is difficult to develop the skills of 178230 teachers with quality and efficiency in a limited time and resources because that needs to be implemented in several stages (3 years) with a high cost due to the current challenges. So, if we want to ensure equity, and to have quality and efficiency, we should prepare comprehensive plan which addresses the challenges of teachers (teachers without salaries, teachers in remote areas, teachers with disability, traditional skills of teachers). That will enable MOE to implement training using the available digital tools and technology in developing their teaching methods and skills and following up on them to guarantee a stronger impact on developing the teacher's performance regarding quality and efficiency performance.

Proposed Solutions and Policies

- Developing a comprehensive strategy (plans) which including appropriate solutions and remedies based on the teacher's needs (Pre-assessment). The plan consists of several stages (Pre-assessment – Training teachers – Providing supplies for central schools), so we will aim to develop the teachers' teaching methods by using the available digital tools and technology and adapting them to the teaching content which will develop the skills and knowledge that the student outputs at schools. These training will support teachers with daily transportation fees which will help them because they do not have salaries.
- Create a **teaching platform** using different and diverse means and channels that most of teachers can adapt to in order to develop their skills. It is possible to provide teachers with **free internet cards** to help them continue acquiring skills through digital tools and technology. Teachers can continue taking courses via phone calls (videos through WhatsApp groups) and we can achieve equity and efficiency for teachers living in remote areas where there is no internet. This can give teachers the opportunity to communicate with each other through WhatsApp and Facebook.
- Support MOE to establish source rooms in central schools for remote areas which will greatly help teachers receive trainings, during school time, also at home with training materials to use technology as possible they can. A follow up will be ensured via WhatsApp (remotely) or during school time.



Regarding woman teachers who have a busy schedule at home, they can have trainings during school time which will help them acquire the skills with using technology via the source room. This method helps teachers specially teachers who don't have smartphones, internet nor electricity at home.

- Based on the results of the pre-assessment we will try to adapt disability teachers with available method of teaching by using technology.
- Continues advocacy for all education partners to build capacity of teachers and develop teachers teaching skills and learners skills to avoid any stop in educational process as what happening by COVID 19.

Some of the proposed recommendations


- Involve teachers in establishing a mechanism and designing a program to develop the teachers' skills mediated by ICTs to ensure the achievement of the planned objectives.
- Conduct a teacher's skills assessment and reflect on the ICT types that can be used. Communicate in order to achieve efficiency and equity at scale. By using different methods of assessment (developed skills tools, short meetings with teachers chosen randomly, observation in the classrooms...)
- Implement Teacher Skills Development mediated by ICTs with a random sample as pilot of teachers and follow up on their use of technology means while teaching. Assess as well the extent to which students benefit from the evolution of teachers' methods. Based on the assessment results, determine the right working mechanism to develop the skills of teachers and guarantee a high level of quality and efficiency.
- It is possible as well to come up with a policy targeting the marginalized and disabled teacher groups so that they can develop their skills related to a technology that is adapted to their health, social and economic situation.
- Strengthen monitoring of MOE for teachers to follow up their attitudes in classes.
- Holding central workshops for the involved partners of implementing (MOE and its technical team, education partners and donors who will fund this project).
- Develop a policy (strategy) for MOE to develop teachers' proficiency including all groups of teachers (teachers with limited qualification (secondary certificate) and teachers with a good qualification (teachers with university degree)).
- Build this project based on the available data and implemented programs regarding teachers training and get benefit from success lessons.
- Involving an expert who can following up and monitoring the implementing of the project through its several stages.

Priority area for expanding teacher skills development

MOE will develop teachers developing proficiency plan and expand in the most need areas for developing TPD are as following:

1. Conducting chain of training programs based on the results of the assessment (face to face training) in some areas as it is possible to be implemented to cover the targeted teachers specially in the remote areas, also developing teachers capacity adapting with technologies (social media) to create collaborated groups for exchange information and MOE can follow up with teachers through the reports of supervisors and school managers who will follow up with teachers in schools or in available social media to check if teachers have already adapt what they have learned.
2. Providing a platform in the areas where there is access for internet and electricity and where teachers have smartphones.

Ministry will coordinate with the stakeholders (Education offices in the governorates and other partners) and plan to conduct an in-person training for the teachers to clarify the importance of using digital tools and technologies and the way to use them to can achieve the equity. It will then follow up with the teachers and continue on providing them with videos and expertise via social media, radio



and TV in a way that guarantees access and equity for all teachers and enable teachers to exchange their ideas and skills and get some successful stories.

3. Conducting training for teachers in the areas where internet and electricity are not provided, and teachers don't have smartphones.

The most appropriate solution in that case will be to establish a source room at central schools, which is located among many schools, and train those teachers on using ICTs and new teaching methods (face to face short meetings) just because it is difficult to train them remotely. Stakeholders and policy makers will coordinate in order to provide the main supplies for the source room and identify the schools in a way that guarantees access, equity and sustainability for all teachers.

4. MOE to with support of partners distribute the need supplies that are urgent to be used to developing teachers' skills in schools, also MOE to prepare training materials-manuals and try to be available for all teachers anywhere.



Part 2. Project Proposal

Project Details

Project Title: Developing professional Skills of Teachers in-service for Elementary Stage on a large scale.

National context


Project Background

The Ministry of Education faces many challenges in continuing the educational process due to the aggression and blockade that led to the destruction of the education infrastructure and the almost complete lack of all operational expenses for all educational institutions, especially with regard to teachers who could not receive their salaries for nearly eight years. All these reasons create a challenge in the implementation of professional development programs. The use of technology is limited for all teachers, and this also applies to pre-service and in-service teachers. The rate of training and qualification programs that have been implemented for teachers has been inconsistent, as the training programs have been far apart in implementation, with different in goals and different target groups, so it is difficult for the Ministry of Education to measure the quality and efficiency of these programs due to the lack of sustainability and continuity in the improvements that teachers have gained from these programs.

The teacher is an essential element for the continuation of education for children in schools, especially in Yemen. Education is lifesaving. Through scientific and technical progress and rapid developments in the world of technology, it is necessary to empower the teacher and prepare them to benefit from these developments. Technology can provide access to all teachers, quality and efficiency in the implementation of training programs and the development of training materials in line with modern changes.

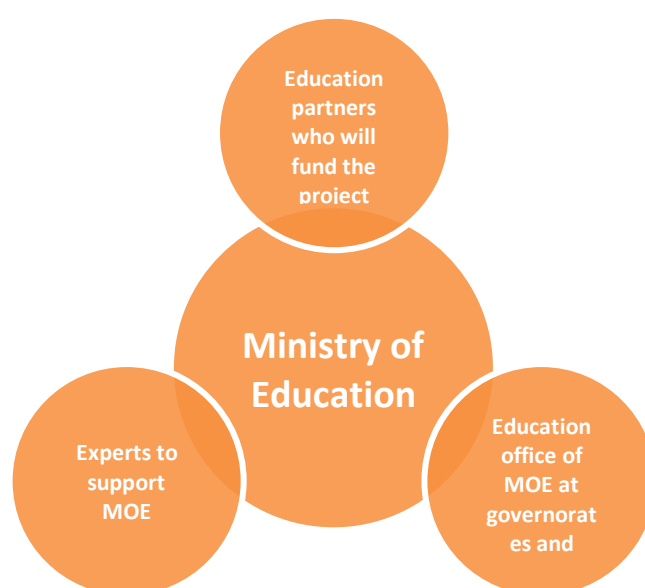
We find that the most prominent component of educational process in Yemen, which must be studied during the planning scaling TPD, are as follows:

1. The crisis has had a negative impact on the delivery of educational services at all levels. It is estimated that at least two million children are out of school and large numbers have dropped out of school. In some areas, girls are at higher risk of losing access to basic education or transitioning to secondary education.
2. Two-thirds of educational facilities were partially damaged or completely destroyed. The results of a dynamic needs assessment (2020) revealed that 26 percent of all education facilities assessed were completely destroyed for some schools in some governorates and partially destroyed for others. For example, educational facilities and roads make schools unsafe, and this is a major concern for families, leading to significant dropouts for girls and boys alike.
3. In the areas where schools operate, there is an acute shortage of necessary resources, such as textbooks, which the Ministry has not been able to print for nearly eight years. This is a major reason and challenge for teachers in teaching learners and communicating educational competencies. In addition to an acute shortage of furniture, equipment, desks and seats, in many schools, infrastructure is crumbling and needs repairs, including sanitation facilities. Even when pupils are able to attend school, textbooks, teaching/learning materials and classroom furniture such as benches and chairs and not available. Schools are overcrowded, with classrooms in most cases reaching more than 100, indicating a high demand for education.

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4. The interruption of teachers' salaries is the biggest challenge for the continuity of educational services. The suspension of teacher salaries in 14 of the 22 governorates since October 2015, representing 78 percent of the country's teachers, has severely disrupted the delivery of educational services in subsequent school years. The disruption of teaching in schools has affected an estimated 3.7 million students. UNICEF has supported teachers' incentives for two years only 2020 and 2019, then it stopped during 2021 and 2022, and this created a major obstacle in the continuation of the educational process.
 5. Scarcity of funding for the implementation of training programs that seek to develop the professionalism of teachers and build their capacities, and the search for solutions for the professional rehabilitation of teachers and the distribution of teachers based on the different needs in rural and urban areas, especially rural areas that suffer from a deficit in the availability of teachers. The Ministry has institutes and centers for in-service and pre-service teacher training, as well as qualifying teachers who obtain a non-university qualification, and because of the current challenges, unfortunately. It has not been able to implement its plan of training programs except for a very small percentage, which is carried out through the funding of partners and donors, who put conditions and restrictions on the Ministry to implement these programs, which hinders sustainability and access.
 6. The Ministry has implemented some training programs to develop teachers using technology, with the help of Microsoft, and there was an attempt to integrate digital technology into education during 2005, training programs to develop teachers' professionalism through World Link and several other interventions funded by the World Bank, in addition to implementing a package of intermittent training programs over several time periods (2020-2021-2022) funded by UNICEF, the European Union, GIZ and other donors and education partners. These programs targeted thousands of teachers in face-to-face training from the primary and secondary stages, but they did not achieve sustainability in their continuation or follow-up impact measurement after implementation due to the scarcity of resources at the Ministry in addition. Subsequently there has been a lack of donor response to develop large numbers of teachers and implement an evaluation to measure the impact of these training programs.
 7. There is a wide gap between teachers of both sexes in Yemen, which represents an obstacle to the enrolment of girls in schools, as some families do not encourage female teachers to attend training courses due to traditional ideas compared to male teachers, and therefore female teachers are deprived of capacity building and developing their skills like male teachers.
- The target group of the scaling proposal: 10,000 teachers of the basic stage in a specified number of governorates and districts.
 - The content: A Professional Development Package for Teachers to adopt technology and develop their capacity by using the available learning resources (ICT)
 - Project Implementation period: The project will be implemented in several stages for a period of two and a half years:
 - a) A baseline assessment will be made of the most important needs of teachers in the current situation.
 - b) Based on the results of the survey (assessment), training manuals will be developed with the support of a working group of experienced teachers and a specific method of teaching that help to develop teachers in a scale.
 - c) The training materials will be available online and offline, on a digital platform, to encourage teachers to integrate digital technologies where possible.
 - d) Tools will be developed for dynamic evaluation.
 - e) Launching training at the central level (TOT) and then train teachers in the field in a sequential manner coincides with the provision of supplies (MOE try to develop a plan for IT infrastructure based on the available supplies and the needed).
 - f) The availability of supplies in some schools as hub schools helps distribute and disseminate these materials to teachers who have not received face-to-face training.

- Estimated budget for the project: the project plan aims to reach to the targeted teachers some teachers directly (training face to face) and others indirectly by using resources, online and offline materials, using social media groups to interact among teachers and acquire new ideas from each other room the available. The budget is approximately \$ 7 million in approximate because we will work on the implementation of the project during several stages and an evaluation will be carried out before implementation, which will have a significant impact on the success of the project because it is the main pillar that will determine the course of implementation of the project and its quality. In addition to providing needed supplies in hub schools within the targeting of the project as central hubs that help develop the professionalism of teachers on a large scale where electricity will be available and using the available ICT. This budget is primarily difficult to determine due to the current unstable situation.

Project Group and Partners




The Ministry of Education will implement the project using its offices in the governorates and directorates, and the financing partner of the project and the supervisor will be with the Ministry to implement the project and benefit from the expertise of the financier. The approach builds on evidence from best practices to motivate teachers and develop their skills and includes two main components: (a) a professional development course aimed at improving teacher competencies, and (b) a supportive environment that ensures that teachers are supported to succeed in their roles.

Details of the importance and effects of the implementation of the project

Teacher enhancement is vital to improving the quality of teaching and hence learning outcomes. The proposed project will fund in-service teacher professional development activities to acquire pedagogical skills to ensure quality teaching, efficiency, effective and active learning in the classroom and access to the majority of teachers.

The Professional Development Package for Teachers ensures a series of support measures that are available to teachers to develop their competencies and move up the competency ladder (e.g. from beginner to improved to advanced). When thousands of teachers are developed on technical professional skills that contribute to building their capacity to develop the teaching process with learners with a quality that ensures improving



education outcomes, teachers, especially female teachers, will be motivated to benefit from these courses with continuous follow-up even after the end of training, which encourages teachers to reverse what they were trained in the classroom.

Because this project was built on the actual needs of the teachers, it should receive a high response from teachers, and we expect that it will be reflected in the development of the educational competencies of learners, despite all the challenges previously mentioned, that the teachers' receipt of these professional training courses came after a long deprivation from implementing any training programs that simulate their needs. These results will contribute to the continuation of the educational process and reduce the dropout of teachers from schools, especially the basic stage, in light of the interruption of salaries.

Description of the proposed project

General Objective

The aim of this project is to develop the capacity of teachers at the key stage through in-service professional development that focuses on a set of key skills related to improving learning outcomes. When the project is implemented, it will address the most prominent needs of teachers according to the results of the evaluation, which will be part of the policy of implementing the project, where we will have quantitative and qualitative data that help in the successful implementation of the project, as the methods of teaching teachers are very old and this was reflected in a sharp decline in the quality of education among learners in schools significantly in addition to other challenges. The project will seek to reach teachers for primary stage 1-3 and achieve equal access for teachers, including marginalized and displaced teachers, people with special needs, etc. at an appropriate cost that achieves efficiency and quality standards.

Project Objectives

The current project aims at three main objectives:

1. Teachers at the primary stage are given equal access to acquire professional development skills and news ideas of teaching and learning by using the available resources (ICT) and adapt them to their real context with their language.
2. Develop educational practices of teachers in classroom, due to continues following up and monitoring by supervisors to ensure quality of teaching by the available ICT.
3. Strengthen the ICT infrastructure for Yemen Education in scale, by providing the needed supplies for some schools as a model that will give teachers continues support for teaching to ensure sustainability, equity, and effectiveness.

Methodology and implementation mechanism

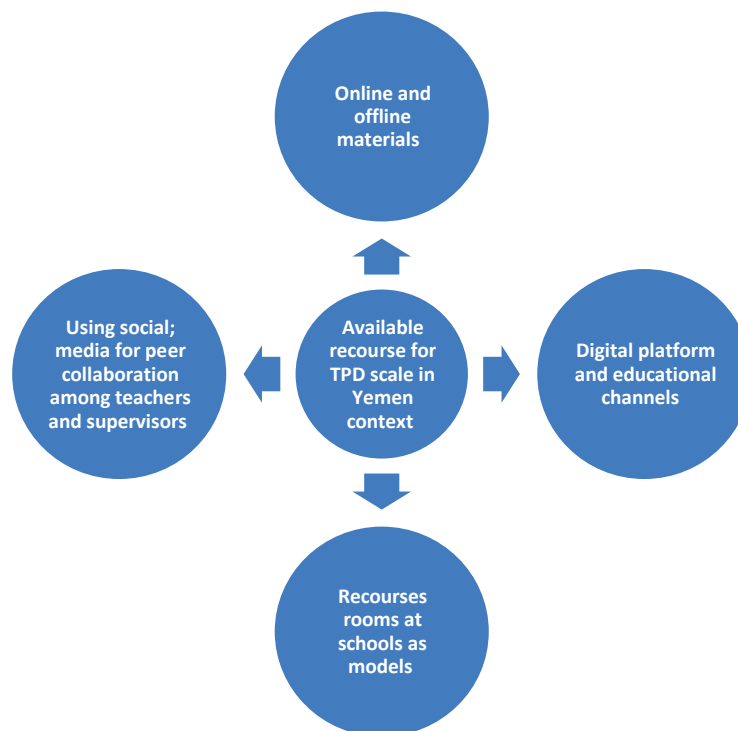
This approach is applicable in both relief and development contexts. In crisis situations and beyond, especially in Yemen, which suffers after the interruption of salaries a large shortage of teachers and the skills of teachers have become limited, in addition to the use of volunteers who do not have sufficient experience and need in-service training in order to improve the competencies of teachers.

The implementation of the project will focus on three components:

1. The Baseline assessment phase of the project, which will target teachers, education workers, decision-makers and policy makers, and provide quantitative and qualitative information and data, which contributes to identifying the needs of teachers for the basic stage and knowing the quality of the programs they need, as developing the skills of these teachers on modern basic skills and providing them with renewed experiences will contribute to raising the level of quality of education for children in schools and creating more effective teaching methods that involve learners.

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2. Based on the results of the evaluation process, in which teachers participated directly and the data (qualitative and quantitative) collected from the field, training programs are prepared and training manuals are developed to meet the needs of teachers, and a package of interventions will be prepared, including training (face to face) because teachers need direct training to provide them with the basic skills required for the continuation of the educational process, and then teachers are followed up and their experiences are shared with each other by using the social media as WhatsApp groups for peer collaboration and for following up the teachers by monitors, and also using the resources rooms for hub schools that can gathering teachers from around schools to exchange their experiences. In addition, in the resources rooms there are available ICT (computers, laptops, videos, online and offline materials) so teachers can be gathered there and get benefits from these available ICT to develop their performance inside the classrooms. Regarding the educational platform (education channel radio and TV, etc.) productive training episode can be broad casting to be available with all teachers. Professional development meetings for teachers are also held by mentors and supervisors as needed and helps them in effective interaction and discussions that generate enthusiasm and encouragement among teachers and to identify more accurately the difficulties they face and how to overcome them:
(a) Basic pedagogical practices (i.e. lesson planning, assessment, including learning strategies, use of questioning, child protection, classroom management, effective learning involving learners, etc.),
(b) knowledge and competencies related to a particular subject (e.g. reading and numeracy), and
(c) specific competencies for the professional development of teachers using digital technology, especially what happened during the coronavirus, that teachers need in light of the current pandemic (e.g. support for distance learning, intensification of curricula, assessment of the learning process, tracking achievement students, managing their well-being themselves as teachers. Supporting teachers in reading and numeracy is based on the ministry's approach to "supporting reading and numeracy skills", and this is in line with the guidelines of Yemen's transition plan. Training (TOT) will be conducted using a decentralized training system based on the school methodology. The Ministry will train the central training team so that they can transfer the training of trainers to senior trainers at the governorate level. They will then train the trainers teachers in cluster schools; in which case it may be limited to one session per district (depending on the number of targeted schools in each district) to achieve access to all teachers. Education authorities will identify trainers at all levels and will be the education offices in the governorates. In the districts, it is essential to coordinate and then implement training. There will be groups in the social media for trainers, trainees and monitors for exchanges the information of the projects, also for teachers in the remote areas, MOE with collaboration of schools' leaders will have a plan for holding meetings in the central and equipped schools (hub schools) for those teachers to be close and provide them with continues support. TOT is the best method based on Yemen education context with adaption of TPD scale.
For holding these training, there will be transportation fees for teachers as incentives to motivate teachers to interact and to achieve this project goals.
 3. Preparing a plan for the need for supplies (Solar panel for targeted central schools, computers desktop, inverter, computers laptop, battery, storage server) for platform that will contribute significantly to the success of the project, which will be the participation of the funding entity. Schools that are central and easy for teachers in neighboring schools to receive training and hold meetings to develop teachers' performance, are equipped with computers, projectors, and the Internet as essential centers for developing teachers' professionalism on a large scale and ensuring sustainability. Providing training materials and professional meetings for teachers in remote areas as well as the resources room (where electricity is not available and using Solar tables) and following them up through the school administration as well as through discussions on social media on the phone as WhatsApp groups to follow up and monitor teachers and making exchanging the experiences among teachers.
 4. Preparing a follow-up and evaluation system a mechanism is prepared for scientists to communicate effectively after training with mentors, trainers and remote school management and to observe the


development of their professional skills and monitor them in records that contribute to determining and measuring the benefit of the project.



Expected Outputs

After the implementation of the project, its outputs will be as follows:

1. Improving the quality of learning and teaching outcomes of learners and teachers.
2. Practicing the teaching process using digital technology and activating participation and exchange of experiences between all teachers on the one hand and between them and their mentors and followers on the other hand in various regions of Yemen.
3. Stimulate the abilities and skills of teachers in teaching in the classroom and increase their productive capabilities which make them more motivated.
4. Reaching all teachers through the use of modern technology and all available means.
5. Psychological support for teachers to take care of their profession and develop it and work on teaching with high motivation.
6. Contribute to gender equality in the development and acquisition of new experiences that help them in the education process.
7. Teachers acquire planning skills by involving them in the planning process of a professional development project for their abilities.
8. Increase the ability of teachers to adapt to the challenges they will face in their schools through the experiences gained from the project and can continue collaboration with other teachers.
9. Achieve sustainability and expansion of the scope of the teacher professional development project.

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10. This project is considered complete as a first stage to be developed and built upon as a basis for the continued development of the professionalism of the rest of the teachers on a large scale in a way that achieves justice, quality, efficiency and equality.

Partners and their roles

The Ministry of Education is responsible for implementing the common approach "Professional Development for Teachers". By participating in the process of supervision, follow-up and evaluation with the partners supporting the project. This approach aims to develop teachers' competencies and ensure that they have the enabling environment necessary to motivate and succeed so that children can learn. The approach is based on evidence from best practices to motivate teachers and develop their skills, and on survey results to determine where and how to develop teachers. This includes two main components: (a) assessment of current skills and traditional methods of teacher skills, (b) a professional development course aimed at improving teachers' competencies, and (c) a supportive environment that ensures that teachers receive the necessary support. To succeed in performing their roles and equipment that contribute to the success of the project and the development of the skills and capabilities of teachers on a large scale.

Evaluation Plan and Methodology

The evaluation methodology in this project is divided into two parts:

1. Baseline assessment before the implementation of the project

A special survey will be conducted for teachers before the implementation of the project through tools prepared and developed by MOE through training experts in the training sector and the research center and the participation of the funding entity, and a central workshop will be held to prepare the work team that will undertake the work to clarify the objectives of the tools and the desired results and the implementation mechanism with the participation of the funding entity, followed by field visits from the work team (at the level of the ministry, governorates and districts) to collect the required quantitative and qualitative data centrally for governorates, districts and schools. To facilitate their delivery to all target groups (administrators - decision-makers - mentors - policy makers - teachers in schools), these tools measure the level of professional performance of teachers in the current situation and identify the difficulties and challenges faced by teachers and know what are the methods and treatments to mitigate their damages as well as help us identify groups of teachers (teachers in cities, teachers in rural areas, marginalized teachers, displaced people and people with special needs) those who need to develop their skills and identify their weaknesses in teaching skills that need urgent interventions to be adopted during the implementation of this project. Thus, we will conduct surveys, workshops and meetings with teacher for this stage.

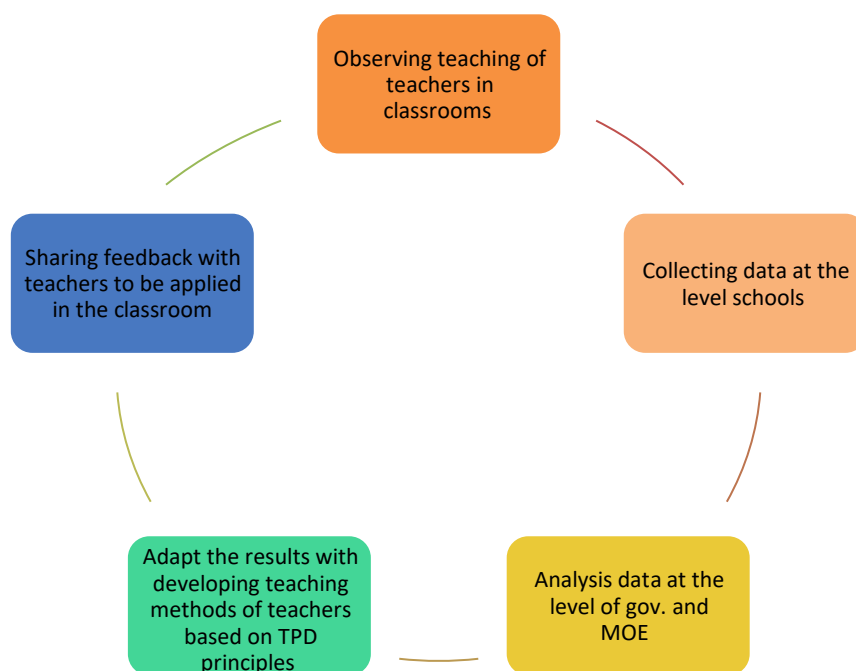
2. Dynamic Evaluation during the implementation of the project

Random assessment will be conducted by a tool used during classroom observation to assess three different aspects: teaching and learning, physical environment, and environment and psychological. Employees of the districts' education offices will monitor, evaluate and train each teacher to ensure regular monitoring of teacher performance and measure progress related to the learning environment. Where the Ministry's technical staff in the training and education sector, with the assistance of the funding party (education assistants), conduct classroom observations, provided that at least one visit per semester is carried out in collaboration with the staff of the educational authorities (school supervisors), and each observation will be followed by a quick session to provide individual observations to the teacher. During the project implementation period, the education authorities will conduct classroom observations at least once per semester, in collaboration with the staff of the supporting organization who will be present in case technical support is needed. Ministry staff, central technical supervisors, and staff of educational authorities (school supervisors) will attend a one-day training before proceeding with data collection. A first report will be

prepared to look at the progress made in teacher performance and the learning environment by using ICT in their teaching methods; in the third phase, a final report will be prepared examining the progress made over the entire project period and the results will be published with the main educational authorities in the country. A national consultant will be appointed to draft the final report with technical support from a local consultant from the Center for Educational Research and Studies who will be provided at each drafting stage to guide the design of the report and discuss funding analysis. This process will be done in close coordination with the Education Specialist from the Program Development and Quality Team from both the Ministry and the funding party.

Teachers measure their abilities with a competency assessment scale and can set goals or targets for improvement/development (data can be measured based on evaluations of Ministry of Education trainers/mentors, as well as in light of children's observations and feedback). This series of support measures is implemented over a period of time (to ensure that teachers learn by doing and receive ongoing support and guidance). This series may include a mix of different learning activities such as self-study, peer learning, and coaching/mentoring. This includes recording repetitive observations in the classroom using a randomized assessment tool that looks at quality indicators around teaching, learning and the overall physical learning environment. This helps measure and track teachers' progress and provides a basis for feedback. The individual assessment that the teacher receives after observing the lesson. Evaluation feedback and evaluation focus on the specific competencies targeted under this series of support measures acquired over the course of the training course. This enables teachers to focus on specific areas of development over time and not get overwhelmed by excessive activities or lose motivation. Furthermore, peer support mechanisms form a vital part of this chain, and are based on the teacher learning loop model, implementing peer learning from each other, supporting the well-being of teachers in schools, and jointly communicating experiences sharing. This peer learning is key to the teacher empowerment approach, and together these helps create a rich and objective approach to teacher professional development.

- Dynamic evaluation methodology





Time of Project Implementation

The project will be implemented during the years (2023-2024) in several phases, where a baseline assessment will be made of the most important needs of teachers in the current situation and on the results of the survey and the preparation of the final report in mid-2023. Training manuals will be developed in a way that helps develop teachers' professionalism and try to integrate digital technologies and technology and prepare evaluation tools, to reach to all teachers even in the remote places. This requires several months of continuous work to prepare policies, plans and budgets in detail, followed by the launch of training at the central level (senior trainers) and then training teachers in the field sequentially during the year 2024. Besides that, MOE surely will have its own plan through the years 2023-2024 for IT infrastructure. So, we will try to implement this project along with MOE plan of IT infrastructure.

Proposed Budget

The budget is approximately \$ 7 million because we will work on the implementation of the project through several stages and a comprehensive evaluation of teachers will be carried out in the basic stage before implementation, which will have a significant impact on the project's success. In addition to providing basic supplies. There is a possibility of changing the budget according to the difficulties that may face the project and the most important items of the proposed budget are as follows:

1. The cost of preparation and planning for the implementation of the project.
2. The cost of preparing survey tools for the evaluation of tribal teachers and field visits Data collection.
3. Cost of trainers, trainees, supervisors, and experts.
4. The cost of basic stationery for the implementation of the project in all its stages.
5. The cost of printing training manuals.
6. The cost of equipment, media, and tools for the implementation of the project.
7. Transportation and accommodation cost.
8. Follow-up tools and reports.
9. The cost of implementing training programs in schools.