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Assessment of In-service Teacher Training Centers in Iraq



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EdData II
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Acronyms

AC	air conditioning
CFR	Code of Federal Regulations
COR	Contracting Officer's Representative
DC	District of Columbia
DCI	Development Cooperation International
DG	Director General
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EU	European Union
GER	Gross Enrolment Ratio
GOI	Government of Iraq
HDR	Human Development Report
IAU	Inter-Agency Information and Analysis Unit [Iraq]
IBE	International Bureau of Education
ICT	Information and Communication Technology
IEMCA	Iraq Education Management Capacity Assessment
IIEP	International Institute for Educational Planning
IQD	Iraqi Dinar
ISTC	In-service Training Center
IT	information technology
JICA	Japan International Cooperation Agency
MA	Master of Arts
MAHARAT	Arabic word for "skills" (title of project)
MOED	Ministry of Education
MOF	Ministry of Finance
MOP	Ministry of Planning
MSI	Management Systems International
NCCI	NGO Coordination Committee for Iraq
NER	Net Enrolment Ratio
NGO	Nongovernmental Organization
NQT	Newly Qualified Teachers
OHP	Overhead projector
PhD	Doctor of Philosophy
RTI	RTI International
SEN	Special Education Needs
SSME	Snapshot of School Management Effectiveness
TATWEER	Arabic name for USAID's National Capacity Development Program in Iraq

TEDI	Training and Education Development Institute
TIMS	Teacher Information Management system
TO	Task Order
TTI	Teacher Training Institute
TV	television
UN	United Nations
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Social, and Cultural Organization
UNICEF	United Nations Children’s Fund
US	United States
USA	United States of America
USAID	United States Agency for International Development
USIP	United States Institute of Peace
WB	World Bank

Executive Summary

The purpose of this report is to gain insight and assess the current state of in-service teacher training in Iraq, specifically in the training that is provided through In-service Training Centers (ISTCs). This assessment comprises TASK 2 of the three MAHARAT project tasks. The MAHARAT project is a Task Order (14) under the Education Data for Decision Making (EdData II) project. TASK 2 of the MAHARAT project is implemented by RTI International in partnership with Cambridge Education, a specialist education consultancy with Mott MacDonald; it is funded by the United States Agency for International Development (USAID). The overall aim of the MAHARAT project is to improve the quality of education provided at the primary school level, with a specific focus on supporting the development of early literacy and numeracy skills.

The main approaches used in this ISTC assessment were: a literature review, interviews with key stakeholders, semi-structured interviews, and site visits. The assessment included visits to 13 ISTCs;¹ 28 semi-structured interviews; and focus group discussions with 18 stakeholders, including representatives from the Ministry of Education (MOED), supervisors, in-service and pre-service teacher educators, Head Teachers, and teachers.

Findings

Introduction

The results of the 2012 MAHARAT TASK 2 study do not appear to differ markedly from the results from a previous ISTC education study conducted in 2010.² Although a consistent need exists in terms of the weakness of infrastructure and equipment, information technology (IT) provision, and other materials that are required for a successful training environment, nevertheless, it appears more important to first attend to findings related to the overall model of in-service teacher training pursued by the ISTCs and to return later to questions of resourcing the model.

Key findings of this assessment are listed below, with some references to a revision of the present model. The findings are then codified in the Recommendations section below.

The current model

The key elements of how in-service training is currently being provided are as follows:

¹ Ten centers took part in the study. Three additional centers were visited during the initial assessment of the in-service teacher training and during the pilot study.

² MSI (2010) *Assessment Report: Iraq Ministry of Education In-service Training Centers*. MSI: Baghdad.

- Training content is largely, but not exclusively, determined at the center—by the Training and Education Development Institute (TEDI). Although individual ISTCs do provide inputs into the planning of their courses, a strong national agenda exists;
- The content agenda is closely matched to changes being made to the national curriculum and to the associated textbooks;
- Courses are most frequently taught by visiting instructors—drawn from the ranks of university teachers, supervisors, and excellent practitioner school teachers—with the methodological approach being dominated by teacher-centered lecturing to relatively passive groups of up to 35 teachers at a time;
- A common formulation of training courses is built around a 10-day period.

Weaknesses of the current model

Key weaknesses of how in-service teacher training is currently being provided are as follows:

- Supply driven, where training content is largely determined centrally by TEDI or by the ISTC, rather than demand-driven, where content is determined by the realities in schools and by teachers' needs.
- Focused on inputs rather than outputs, outcomes, and impact, with little follow-up to determine how effectively the training is improving teacher performance in the classroom and improving student learning.
- Detached from continuous professional development for teachers, with training being viewed as an event rather than a process; it does not appear to be linked to broader issues of continuous professional development for teachers.
- Disconnected from international standards for the stages of typical teacher training sequences (see figure just below for an example of international standards for stages of training sequence).

International standard for stages of training sequence



In providing the current teacher training courses, only the first two stages of this sequence are followed. The remaining three stages are assumed, with little justification, to occur when the teacher returns to her/his school. Respondents to the assessment instrument found it very difficult to articulate any kind of provision or process that related to the last three stages of the sequence—Practice → Feedback → Support/Mentoring—beyond indicating that these stages were the responsibility of the

visiting supervisor. Head Teachers appear not to be aware of the need to put in place support for new and returning teachers. This non-awareness may be indicative of a lack of professional development for Head Teachers themselves, which is essential if schools are to be led with a strong focus on teaching and learning.

Links to career development

When in-service teacher training is described merely through a set of **inputs**, it is unlikely that serious attention will be paid to the needs of teachers for systematic in-service training that is linked to their professional development needs throughout their careers. The development of such a *professional development process*, linked to clear outputs and defined roles, is perhaps the first priority in making the in-service system fit the purpose. The development of such a process will need to be moved forward with significant government leadership, presumably under TEDI's auspices. It is, however, well recognized that the widespread disruption to schools and teachers for a period of more than 20 years has militated against the development of coherent approaches that are based on best international practice.

It is only after a clear model of in-service training has been agreed that the two key issues of (1) infrastructure and (2) ISTC staffing should be addressed. The next two sections of this report discuss these in brief.

Infrastructure, information and communication technology (ICT), materials

Some disparity of resourcing exists across the 10 centers studied. Bringing all the centers up to a common standard in relation to environment and resources is clearly a priority, particularly for those with responsibility for the day-to-day delivery of the existing program. However, functional analyses should be conducted so that the centers' purpose is clearly defined.

The following key questions should be asked:

- Is the ISTC to be only an administrative unit?
- If “yes,” what is the function, if any, of the existing craft³ facilities within a number of the centers?
- Why should an ISTC have a suite of “training halls,” if it is decided to decentralize the training activities to centers dispersed through each province (which already occurs quite widely)?

A particular issue relates to providing ICT in the ISTCs. An easy option would simply be to bring the ICT facilities to a general standard across the centers. More appropriate would be a prior attempt to set the ICT needs of the centers in the broader contexts of the following:

³ ISTCs in Iraq operate a handicrafts department, which has two purposes: 1) train crafts teachers in new crafts/methods, and (2) produce and sell crafts. In some ISTCs, the handicrafts department was used as a fundraising body. It is unclear how much money is raised this way, how much is invested in ISTC, and for what purposes.

- An assessment of the likely use of ICT in the client schools, both primary and secondary, and
- A careful reflection on the potential of ICT to enhance the training programs offered by the ISTCs.

ISTC staffing

The TASK 2 study has shown huge disparities in staffing levels across the ISTCs, which appear to result from a mix of (i) history and (ii) roles that are not clearly defined. It is hard to resist the conclusion, supported qualitatively by observations, that many staff members could be tasked with more responsibilities and some may not be a particularly good match for the largely administrative tasks they perform.

ISTC finance and internal efficiency

The results of this study have revealed disparities in cost of training in different centers. Explicit and detailed budget lines for operation of ISTCs and the implementation of training courses have not been established. None of the examined ISTCs have a bank account, and all need to periodically apply for cash at the local Directorate of Education, often resulting in distribution delays. Detailed cost-efficiency of the centers is difficult to examine because of unclear procedures in allocating the budget. Significant disparities exist in the internal efficiency among various centers, for example, with highly efficient centers delivering more than 3,700 training days annually, while employing seven staff members; and less efficient centers delivering 592 training days annually, while employing 26 staff members.

Equity

The study seemed to find no evidence of inclusive programming (implementing the expressed commitment to equality by developing and implementing specific plans, measures, and activities that promote equality). Neither training plans nor training budgets exhibit how equitable access to training is assured and whether incentives are made available for disadvantaged teachers to attend training courses. Lack of data on school performance and student outcome in relation to teacher qualification and teacher performance in various regions in Iraq makes it difficult to assess equitable access to quality education for students and training for teachers. Analysis of budget allocation and staffing tables revealed significant disparities among the centers; however, well-defined procedures for staffing and budget allocation were not identified. This might suggest that procedural, distributional, and horizontal equity (equal treatment of those equally situated) in allocation resources are not met.

Recommendations

1. It is strongly recommended that the Government of Iraq urgently review their current model of in-service training for school teachers at all levels of the system, particularly for the following dimensions:

- Set the professional development for teachers in the context of ongoing curriculum reform to make a successful transition from the current model to a more child-centered curriculum.
 - Move from a supply-driven to a demand-led system of in-service professional development for teachers and Head Teachers.
 - Take into account international best practices in teacher professional development and whole school development, and particularly explore mechanisms for supporting schools and teachers through ongoing professional development by applying coaching/mentoring strategies.
 - Set the professional development of teachers within the context of whole-school development and the leadership needed to deliver such development.
2. Within the context described above, review the content of professional development curricula, which are presently so strongly focused on the subject knowledge that is required to teach subjects at different levels of the school:
- Consider shifting the emphasis more towards teaching and learning methodologies and the development of the pedagogic content knowledge of the teaching force,
 - Have these methodologies and approaches illustrated and practiced during in-service programs and have support mechanisms developed for teachers returning to their schools,
 - Increasingly, allow for responses to urgent priorities, such as enhancing the investigational dimensions of science teaching, or paying attention to early literacy and numeracy needs.
 - Design a national tracking process (e.g., Teacher Information Management System [TIMS]) that documents the career/professional development needs and experiences of every Iraqi teacher.
 - Set up a rigorous process for monitoring and evaluating the full system of school and teacher professional development.
3. After careful review, agree upon and establish a revised ISTC mission that defines the respective roles of (i) the national network of ISTCs, (ii) the supervisory service, and (iii) schools themselves. Then, carry out a proper budgeting exercise to determine the affordability of any proposed plans.
4. When the ISTCs' mission has been clearly formulated and agreed, invest appropriately in their infrastructural development, with particular emphasis on providing information and communication technology (ICT).
5. In particular, for ICT, consider the following:
- Formulating strategy for promoting ICT for managing ISTC daily workload and communication with client schools and other stakeholders involved in teacher development;
 - Formulating strategy for mainstreaming ICT in learning and teaching and design teacher training courses to enable ICT mainstreaming;

- Using ICT in delivering training courses for teachers (e.g., using computer-aided learning materials in training the language teachers);
 - Revising staffing patterns for the enhanced learning through ICT;
 - Organizing professional development programs in ICT for ISTC staff;
6. Establish explicit budget lines for ISTCs, including administrative, maintenance, operation, program delivery, and equipment costs.
- Revise training budgets to establish explicit and equitable⁴ budget lines for training courses.

This TASK 2 Analysis Report presents the above six recommendations that are based on the current study. Clearly, it would not be appropriate here to take any further steps towards moving these recommendations forward, because they would first depend on the MOED/Government of Iraq (GOI) making decisions about (i) the recommendations' appropriateness in the Iraqi context and (ii) the mechanisms to be used for a planning process to implement these recommendations.

⁴ Because regional disparities were observed in the areas of security level, access to courses, and number of teachers subjected to training, it is suggested that inclusive programming be considered, where clear and explicit procedures are provided in detail for allocation of (1) training centers in different provinces, (2) ISTC staff, and (3) budget, as well as for prioritization of training courses.

1 Introduction

1.1 Development Context

Although potentially rich in natural (oil, water) and human resources, Iraq remains politically fragile and at a relative economic disadvantage. With an oil-dependent economy and recovering from economic sanctions, the country is classified by the United Nations (UN) Human Development Index as a mid-developed country (Human Development Report [HDR], 2011), and one of the five least developed countries within the Arab States (HDR, 2011). According to the GOI's own data, 23% of the country's population lives in poverty (GOI, 2010; HDR, 2011). Regional disparities are widely observed, with rural areas being most affected by poverty (GOI, 2010). To address poverty and ensure sustained prosperity, the GOI plans economic diversification and investments in non-oil natural resources and labor (GOI, 2010).

Conflict, political instability, and economic sanctions, in effect between 1990 and 2003, have had a profound impact on Iraq's institutional capacity, ranging from physical destruction of infrastructure to considerable exodus of human capital (GOI, 2010). The GOI acknowledges that current government structures, which are characterized by extensive centralization, functional overlaps, weak inter-government coordination, lack of developed data systems, and inadequate financial management and monitoring capabilities, need modernizing (GOI, 2010a).

The adult literacy rate, averaged over the years 2005 to 2010, has been estimated at 78.1% (HDR, 2011). On a scale of 0 to 10, where 0 represents least life satisfaction and 10 is attributed to the best possible life, Iraq citizens rated their lives with a score of 5.1 (Gallup, 2011). Gender disparities are widely observed, both in the education sector and in the labor market (HDR, 2011). A total of 22% of women and 42.7% of men over 25 years old completed secondary education; 13.8% of adult women and 68.9% of adult men participate in the labor market. According to the UN Gender Inequality Index, reflecting gender-based disadvantage in three dimensions: (i) reproductive health, (ii) empowerment, and (iii) labor market, women in Iraq are disadvantaged and more likely to be poor than men (HDR, 2011).

1.2 Overview of the Education System in Iraq

Equal educational opportunities and quality of education are recognized by the GOI as pivotal to development (GOI, 2005; Ministry of Planning [MOP], 2010; MOED, 2011). The GOI, together with international development partners, puts efforts into improving the quality of educational provided at all levels: from kindergartens, through primary and secondary education, to tertiary education (Geopolicity, 2009). Education at all stages is free to Iraqi citizens (United Nations Educational, Social, and Cultural Organization [UNESCO], 2010/2011). The official languages are Arabic and Kurdish in the three provinces of Kurdistan. Iraqis have the right to educate their children in their mother tongue, including Turkmen, Assyrian, and Armenian (UNESCO, 2010/2011). Education is underpinned by religious, moral, and national

values and is seen as essential for advancement of the society, promotion of tolerance, modernization, productivity, and comprehensive growth (MOED, 2011).

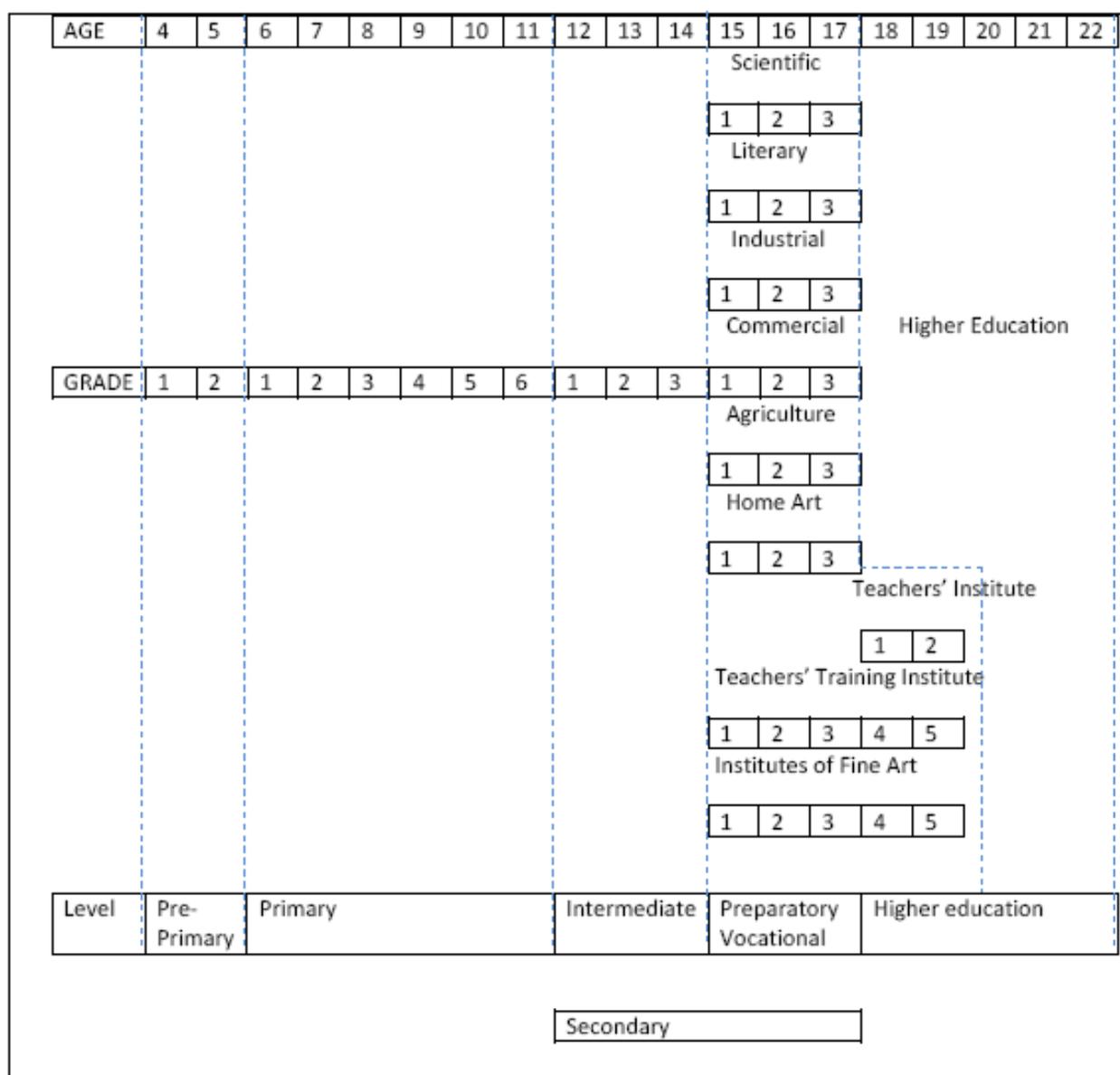
The overall management of the primary level of education falls under the auspices of the MOED, which is also responsible for training primary school teachers through pre-service teacher training. Limited capacity of the Ministry, in terms of planning, monitoring, management, and organization, results in a single-year perspective in planning and budgeting. The GOI also notes deficiencies in the recruitment and retention of staff (GOI, 2010).

The General Directorates of Education at the provincial level are in charge of the delivery of the education services, teachers' development and employment, rehabilitation and maintenance of schools, and coordination with the Provincial Education Committees (UNESCO, 2010/2011).

1.2.1 Structure of primary education

Primary education comprises six years, is free of charge and compulsory. It encompasses approximately 16,500 school establishments in 13,000 school buildings, employing around 300,000 teachers and educating five million students (Geopolicy, 2009). See *Figure 1* below for an overview of the structure of the Iraqi education system.

Figure 1. Structure of the education system in Iraq⁵



Note: The above figure illustrates the structure of the education system in Iraq. Children aged 4-5 attend pre-primary education, which consists of grade 1 and grade 2. Children aged 6-11 attend primary education, consisting of 6 grades. Secondary education consists of 3 years of intermediate level, and 3-5 years of preparatory level. Preparatory level may end with vocational qualifications (3-year option), or with a diploma (5-year option). Two diplomas are offered: (1) Diploma in Fine Arts and (2) Diploma in Primary Education. Diploma level qualification leads to university

1.2.2 Basic statistics

Although spending on education has increased from 7.4% of the national budget in 2007 to 9.6% in 2010, it is still significantly lower than the percentage spent in countries with education systems deemed highly successful (Geoplicity, 2009, p. vii). The Gross Enrolment Ratio (GER) in primary education for the years 2001 to

⁵ UNESCO (2010/2011)

2010 has been estimated at 102.5% (HDR, 2011). The Net Enrolment Ratio (NER) in 2007 was 89.2%, with a ratio of female to male students in primary education of 0.84:1 (UNESCO, 2011). Some 501,445 children (out of the total primary student population of 4,864,350) remain out of school; 369,532 are girls (UNESCO, 2011). Mean years of schooling achieved in Iraq is 5.6, lower than that of Jordan and the Syrian Arab Republic. The teacher to student ratio at the primary level is 1:17 (UNESCO, 2011). This figure, however, disguises a chronic lack of facilities (According to the UN, up to 80% of school buildings in 2003 were in need of rehabilitation or major repair), which results in many schools operating a double-shift system (35.8% of primary schools) and a smaller number a triple-shift system (4.5% of primary schools) (Geoplicity, 2009). This shortage of classroom space (Geoplicity, 2009) results in children not receiving the recommended contact hours with a teacher per year (UNESCO, 2005). See *Table 1* below for an overview of the basic statistics.

Table 1. Basic statistics

Item	Data
Percentage of national budget allocated to education	10%
Adult literacy rate	78%
Percentage of adult men participating in the labor market	69%
Percentage of adult women participating in the labor market	14%
Gross enrolment ratio in primary education	103%
Net enrolment ratio in primary education	89%
Female-to-male student ratio in primary education	0.84:1
Population of students in primary education	4,864,350
Out-of-school children (primary level)	501,445
Out-of-school girls (primary level)	369,532
Mean years of schooling	5.6
Teacher-to-student ratio	1:17
Average class size	33
Primary schools with double-shift system	36%
Primary schools with triple-shift system	5%
Student-to-textbook ratio in primary education (urban areas)	1:1
Student-to-textbook ratio in primary education (rural areas)	1:1.5

1.2.3 Quality of education

In single-shift schools, children receive 27 to 28 lessons,⁶ or 21 hours of instruction, per week, with the average school year consisting of 32 five-day weeks.⁷ On average,

⁶ UNICEF (2010/2011)

primary school pupils receive 672 hours of instruction per year. The 2005 Global Monitoring Report (UNESCO, 2005) proposes that quality education must be based within the range 850 to 1,000 hours per year of instruction time. The Iraqi system does not meet these standards. Generally, schools work without disturbance, and teacher attendance is satisfactory. There are enough qualified primary school teachers in the country to secure the international guideline teacher-to-student ratio standards of 1:40; however, regional disparities are observed, with a higher teacher-to-student ratio in the urban areas (1:17). Average class size is 33 students. Textbooks are widely available, with a textbook-to-pupil ratio in urban areas of 1:1 and in rural areas 1:1.5; children have access to basic learning materials.

1.2.4 Curriculum content

The primary school curriculum in Iraq has not been revised and updated for more than three decades. In 2003, the Coalition Provisional Authority abolished the existing curriculum and the United Nations Security Council agreed to fund a program for revising and modernizing school curricula (Geopolicity, 2009), a process that began in 2010. Currently, the UNESCO International Bureau of Education (IBE), with the support of the First Lady of Qatar, is implementing a curriculum development program (2010–2013) through which GOI and UNESCO aim to modernize classroom practices and assessment methods and improve teacher education.

Currently, primary school children are taught 12 subjects (Islamic education, Arabic language/reading in grades 1 and 2, English language, mathematics, social studies, history, geography, national and social education, art education, physical education, and songs and music). The revised curriculum will become effective in 2013–2014.

1.2.5 Education stakeholders

The efforts of the MOED to continuously improve the education sector in Iraq have been supported by the international community and civil society, especially by the United Nations (United Nations Educational, Scientific, and Cultural Organization [UNESCO] and the United Nations Children's Fund [UNICEF]), World Bank (WB), USAID, Japan International Cooperation Agency (JICA), European Union (EU), Save the Children, Mercy Corps, CHF International, International Relief, International Relief and Development, and Iraq Foundation.

UNICEF, UNESCO, USAID, and the Iraq Foundation have been involved in supporting teacher training programs through both pre-service and in-service initiatives. Currently, there are two international programs that are focusing on in-service teacher institutes: (1) UNESCO In-service Secondary Teacher Training Program that focuses on strengthening the capacity of secondary school teachers, and equipping ISTCs with ICT; and (2) USAID In-service Training Centers' Assessment, as part of the MAHARAT Project, that focuses both on assessing the capacity of centers and on improving literacy and numeracy in the early grades through in-service

⁷ GOI (2011)

teacher training. An additional, major USAID investment is in preparation; it will focus on in-service teacher education.

In addition, a Teacher Training Network for Iraq has been established, with assistance from EU funds to support teacher education for sustained quality education (UNESCO 2011a). As part of this initiative, selected Iraqi and international universities have established partnerships to improve knowledge exchange and to modernize university teaching practice. The Iraqi Teacher Training Institutes (TTIs) and ISTCs, with the exception of one center, were not found to be part of this initiative.

With assistance from the EU, the Iraqi Edu TV Channel was established in 2008 (UNESCO 2011a). Its aim was to provide quality education to all Iraqi students, build capacity of teachers, and allow easy and continuous access to updated curricula. Interviews with teachers and senior education stakeholders suggested that after project closure, the quality of broadcasts was not sustained, which resulted in decreased program interest among teachers.

National nongovernmental stakeholders who were actively involved in supporting teachers were not identified, which might suggest that they are either limited to low-scale, grass-root level initiatives, or that they do not exist.

1.3 Teacher Education in Iraq

Primary school teachers in Iraq are required to hold a teaching certificate that corresponds to at least a bachelor's degree or a teacher training diploma earned by at least two years of studies after secondary education (MOED, 2011). The GOI aims at the gradual transition to having all teachers trained at the university level (GOI, 2010a).

Teachers are educated in 185 TTIs that enroll graduates of the intermediate level (see Figure 1 above) after having completed grade 9 and offer them a five-year teacher preparation program: three years of general education followed by an additional two years for subject specialization, methodology, and school experience (although the amount of school experience is very low when assessed against current international best practice). Statistics are not available on the number of TTI graduates who progress to teaching careers. It is, however, known that "most graduates" of TTIs aspire to join colleges and continue their education at the university level. In that sense, TTIs are often treated by its students as secondary schools, with the additional benefit of awarding a teaching diploma. Our informal interviews with TTI students confirmed that many of them do not plan a career in teaching and treat TTIs as good schools to prepare for university.

The MOED recognizes that teachers and their skills are central to strengthening and improving the education sector in Iraq (MOED, 2011). The Ministry has identified that developing professionalism and the scientific capacities of primary school teachers will require in-service refresher courses (MOED, 2011).

1.4 In-service Teacher Training in Iraq

In-service teacher training in Iraq is managed by 20 In-service Training Centers (ISTCs) under the direction of TEDI. Each province has one ISTC, and there are six centers in Baghdad, 20 centers in all. They offer more than 1,700 courses annually and focus on pre-primary-, primary- and secondary-school teachers, as well as supervisors and Head Teachers. The main focus of the in-service teacher training is on content knowledge; the implicit goal for the in-service teacher training is to keep teachers updated on curriculum content. In-service teacher training does not upgrade the Diploma of Primary Education or the teaching certificate.

Almost US\$1.8 million (1,997,000,000 Iraqi dinars [IQD]) were invested in in-service teacher training in 2011 and US\$2 million (2,211,750,000 IQD) were invested in 2012. In 2009, a total of 23,311 teachers, out of a total population of 205,010 (or 11.4%), participated in 673 courses (reported in Management Systems International [MSI], 2010).

The status and capacity of the in-service teacher training was assessed in 2010 through a joint project of the GOI MOED, USAID, and Management Systems International (MSI) (MSI, 2010). The assessment concluded that the physical facilities of the ISTCs are operational but of generally poor quality. The MSI report recommended that in-service teacher trainers should undertake courses in modern pedagogy, subject matter, and training skills. It was recommended that the training program be expanded and become more focused on needs diagnosed at the local/provincial level (MSI, 2010).

In 2011, USAID/Iraq contracted RTI International to conduct several education surveys through the MAHARAT project, one of these studies about teacher training is the TASK 2 Assessment of In-service Training Centers.

2 Background and Project Description

2.1 Project Background

The MAHARAT project is a Task Order (14) under the Education Data for Decision Making (EdData II) project. It is funded by USAID. MAHARAT's objective has been to support the Iraqi Ministry of Education's efforts to first "diagnose" the quality of primary education in Iraq, so that based on scientific research and evidence, efforts can then be redirected toward "improving" the quality of education, in particular toward improving the quality of education provided at the primary school level, with a specific focus on supporting the development of early literacy and numeracy skills.

Working in close collaboration with the Iraqi Ministry of Education, MAHARAT's lead implementer, RTI International, therefore, has used a set of survey instruments across three surveys that provide information on the essential components of the Iraqi education system. These three surveys include TASK 1: the Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessment (EGMA), Snapshot of School Management Effectiveness (SSME); TASK 2: an Assessment of In-service

Teacher Training Institutes in Iraq; and TASK 3: the Iraq Education Management Capacity Assessment (IEMCA) that assesses management capacity gaps within the Ministry of Education itself.

This ISTC assessment comprises TASK 2 of the three MAHARAT project tasks. MAHARAT's TASK 2 was implemented by RTI International in partnership with Cambridge Education, a specialist education consultancy with Mott MacDonald.

The main approaches used in this ISTC assessment were a literature review, interviews with key stakeholders, semi-structured interviews, and site visits. The assessment included visits to 13 ISTCs; 28 semi-structured interviews; and focus group discussions with 18 stakeholders, including representatives from the MOED, supervisors, in-service and pre-service teacher educators, Head Teachers, and teachers.

3 Methodology

3.1 Aim and Objective of the Study

The purpose of this research was to assess the current state of the in-service teacher education in Iraq. The assessment was focused on investigating the model of the current in-service teacher training and its relevance to the classroom practice. The study investigated how in-service training programs contribute to the career-long professional development of teachers, and how in-service teacher training programs contribute to whole-school development. Additional consideration has been given to the infrastructure of the ISTCs (physical facilities and equipment) and the financial management of the programs.

The study was divided into three phases: (1) literature review, (2) data collection, (3) data analysis and reporting.

A literature review was conducted to gain an overall understanding of the Iraqi education sector. Data collection included: (i) field research, and (ii) field visits. The data collection phase focused on (i) infrastructure, equipment, and administration of the in-service teacher training, (ii) relevance of in-service teacher training programs to classroom practice, (iii) efficiency of the ISTCs, and (iv) the relationship between in-service teacher training and teacher professional development for quality education. Data collection was conducted by a team of international and national researchers, and national researchers were provided by the MOED and a national research company that was employed during the project for all three tasks of the project (TASK 1, TASK 2, and TASK 3) to assure national ownership and sustainability and to strengthen national capacity in designing qualitative studies in education. Because of the fragile security situation in modern Iraq, national researchers' participation was crucial to assure access to the ISTCs. Cambridge Education conducted the analysis of the collected data for TASK 2.

The protocol and methodology used for data collection and data analysis are described in more detail below.

3.2 Literature Review

The literature review included relevant project documents; the report of the previous 2010 Assessment of the In-service Teacher Training Centers in Iraq; and other documents, reports, and papers commenting on the education sector in Iraq. The full list of reviewed and referenced documents is provided in *Appendix A*.

3.3 Field Research

3.3.1 Semi-structured interviews with key stakeholders

International consultants conducted semi-structured interviews with key stakeholders, including representatives from MOED and TEDI, pre-service educators, in-service educators, teachers, and a supervisor. Interviews led by the international team were conducted during two field visits to Baghdad, which also included site visits.

3.3.2 Field visits

Two types of field visit were conducted: (1) field visits by international consultants, and (2) site visits by the research team. Field visits conducted by international consultants included visits to a pre-service training institute, an in-service training center, and primary schools. The research team visited 13 ISTCs; three centers were visited during the pilot study and 10 during the main study.

3.3.3 Visioning exercise

A visioning exercise was conducted to better understand the national perception of the in-service teacher education that is currently being provided, as well as plans and aspirations for the future. The visioning exercise was aimed to:

- discuss a new model of teacher development, grounded in the realities of Iraqi primary classrooms/schools, which will consider the needs of the individual teacher, in the context of his/her school(s), throughout her/his professional career;
- establish a clear link between teacher practice and teacher education in relation to the ongoing curriculum reform;
- discuss a framework within which every primary teacher will become a teacher of initial literacy and numeracy;

A full report of the visioning exercise is included as *Appendix B*.

3.3.4 Elaboration of research instrument

Efforts were made to assure that the survey instrument was useful to the various stakeholders that are supporting teacher training in Iraq, as well as being thoroughly contextualized and owned by the local partners. The first draft of the survey instrument was outlined by the international researchers during the first trip to Baghdad. The instrument was created after a literature review and analysis of preliminary findings gained from interviews held with MOED and TEDI officials and key stakeholders involved in teacher education. The first draft of the instrument was

created as a complementary tool to that of the 2010 ISTCs assessment. Topics for further analysis were identified (see *Table 2*), and discussed with officials in TEDI.

Table 2. Topic identification

Topic for Analysis	Extent of coverage in 2010 report	Further study needed
1. Links between the centers and their client schools	None	Yes
2. Infrastructure and equipment of centers	Comprehensive [Instrument available]	No
3. Availability of IT for		
(i) Administration/record keeping	Comprehensive	Updating?
(ii) For teaching ICT	Comprehensive	Updating?
4. Training and/or institutional plans	Expected from Director General (DG) and TEDI	Follow-up at each center
5. Actual training courses provided in a school year	Limited	Yes
6. Staffing of centers	Incomplete picture	Yes
7. Finance	Incomplete picture	Yes
8. How teachers are selected for courses	None	Yes
9. What happens to the teachers on their return to their schools? [Supervision, coaching?]	None	Yes
10. Teaching/learning styles used in the centers	Comprehensive	No
11. Professional career development for teachers. Is there a plan for each teacher? TIMS?	None	Yes

3.3.5 Adaptation of training instruments

An adaptation workshop was held with national researchers from both the MOED and a subcontractor on May 29, 2012. The content of the survey tools were reviewed, clarified, and adapted to the needs of the local context. The chosen sample was reviewed against strict security criteria. To ensure inclusiveness of the study, consideration was given to geographic diversity in selecting the provinces chosen for the assessment, diversity of the researchers, and the need to use inclusive language in the tools. Seven out of 15 participating researchers were female, and eight researchers were provided by the MOED.

The practicality of the tools was assured by involving the researchers at an early stage of the design process. The researchers' feedback was incorporated into the revision of the tools.

3.3.6 Training of field researchers

Sixteen researchers were invited to participate in researcher training that was held on May 30–31, 2012. Eight researchers participated from the MOED and eight from the subcontractor. An equal number of female and male researchers were assured. Seven researchers were in the early stage of their careers, and nine had at least 15 years of professional experience.

During the researcher training, the MAHARAT project's aims and objectives for the study were presented and discussed with the researchers. This allowed consultants to set the assessment in the historical and reform context.

Objectives of the thematic groups of survey questions were explained and discussed with the researchers. Practical exercises were set to give the researchers opportunity to further develop their interview and writing skills. Early observations were made on the researchers' skills and characteristics, and preliminary teams were composed.

3.3.7 Pilot study and finalization of research instrument

The research instruments were piloted in three centers in Baghdad on May 31, 2012. Research tools and instruments were tested and practiced. Researchers collected the full set of data from the centers and noted challenges and shortcomings of the instruments.

The main purpose of the pilot study was to provide the researchers with a contextualized research experience, test researchers' abilities to conduct successful research, and identify shortcomings of the research instrument. Where necessary, alterations to the instrument were made, and the final, corrected version of the instrument (see *Appendix C*) was submitted for translation.

Data collection and reporting timeframes were discussed with the researchers in detail. Team skills were re-examined and the final teams were composed. Researchers were divided into teams with clearly identified leaders, who were responsible for data collection and reporting. Fifteen researchers were divided into five teams of three. One researcher was not included, as the researcher's motivation was assessed as inadequate.

Considerations were given to team diversity, and where possible, teams were composed of both MOED researchers and researchers from the subcontractor. All teams were gender balanced, with at least one female researcher included in the team. Consideration was given to the skills mix, making sure that all teams included both younger and older researchers.

Research teams were assigned to assess specific research centers and the logistics of the process were discussed in great detail. After the pilot study, a two day de-briefing (June 2–3, 2012) was organized to learn lessons from the pilot, assess researchers' skills, and correct the instrument, where necessary. The final research instrument and research tools were distributed to the team leaders during the second day of the debriefing (June 3, 2012).

3.3.8 Ethical considerations

This study was guided by ethical standards and the moral principle of full respect and appreciation for the responsibilities and working conditions of the ISTC employees. All conclusions are based on the obtained data. All facts used in the study were sought and collected with the full knowledge and consent of the research participants, or/and with full acknowledgment of and reference to the work of the other researchers, who occasionally provided useful comments and observations.

All interviewed participants, as well as their superiors, were informed about the objectives and aspirations of the study, and gave the researchers permission to use information for the purpose of this study. The anonymity of the research participants has been secured to assure access to the highest quality of information and to secure the respondents' right to privacy (Pring, 1984; Frankfort-Nachmias & Nachmias, 1992).

This study has met the requirements of US Federal regulations (45 Code of Federal Regulations [CFR] 46) and is in compliance with the RTI Policy and Procedures Memorandum 1030 on research involving human subjects; it was submitted to the RTI Committee for the Protection of Human Subjects for review and approval before participation by human subjects began. Request for Approval of Research Protocol with all relevant supporting materials was submitted and accepted in May 2012.

3.3.9 Sample

There are 20 ISTCs in Iraq. Ten of them were studied in 2010, a part of a USAID/MSI project (MSI, 2010). The choice of centers within the MAHARAT project was not specified; however, it was planned to assess 10 centers. To gain a full picture of the current state of the ISTCs, it was important to include diverse centers in the study. Considerations were given to the geographic diversity of province locations where the centers operate.

Three preliminary lists were made of centers to be studied: (i) centers studied in 2010, (ii) refurbished centers, (iii) remaining centers. From the sample, three centers in Baghdad were excluded, because these were to be visited during the pilot study or during the initial site visits. The security situation was then carefully investigated in each of the provinces, and “no-go” areas were marked. Taking into consideration geographic diversity of the provinces, a choice was made for the preliminary sample. The preliminary sample was then discussed and revised with participation from TEDI and local researchers.

Two groups of ISTCs were studied (Sample A and Sample B). The same instrument was proposed to be used for both groups.

- Sample A involved revisiting centers studied in 2010. It was proposed to visit two of the Baghdad centers (Rusafa 1 and Kharkh 1), and three of the four provincial centers visited in 2010. Two of the provincial centers were chosen from those rehabilitated under the TATWEER program (Anbar and Babil), to try to determine whether the investments in infrastructure and equipment have resulted in any changes in the quality of training delivery. In addition, it was proposed to visit a center in Basrah.
- Sample B comprised five provincial centers chosen from the group of 10 that had not been studied in 2010. Sample B included Najaf, Salah ad Din, Dhi Qar, Maysan, and Kirkuk.

The sample selection was reviewed against security and diversity criteria to assure inclusiveness of the collected data, safety, and feasibility (see *Table 3*).

Table 3. Sample selection

Center	Included in 2010 study	Refurbished in 2010	Included in 2012 pilot study	Security situation	Geographical location	Included in 2012 study
Kharkh 1	✓			Accessible	Baghdad	✓
Kharkh 2	✓		✓	Accessible	Baghdad	
Kharkh 3	✓			Accessible	Baghdad	
Rusafa 1	✓			Accessible	Baghdad	✓
Rusafa 2	✓		✓	Accessible	Baghdad	
Rusafa 3	✓		✓	Accessible	Baghdad	
Basrah	✓			Accessible	South	✓
Ninawa				Not Accessible	North	
Kirkuk				Accessible	North/East	✓
Salah ad Din				Accessible	North/Central	✓
Diyala				Not Accessible	East	
Anbar	✓	✓		Accessible	West	✓
Babil	✓	✓		Accessible	Central	✓
Karbala				Accessible	Central	
Najaf				Accessible	Central	✓
Wasit				Accessible	Central/East	
Muthanna				Not Accessible	South	
Diwaniyah				Not Accessible	Central	
Maysan				Accessible	South/East	✓
Dhi Qar				Accessible	South/Central	✓

3.3.10 Research procedures

Research procedures were developed to guide the site visits. All site visits were conducted with the consent of MOED, TEDI, and the relevant ISTC Director. All research teams were granted research permission from the Education Directorates of each province and carried an introduction letter from the MOED. All ISTC visits were pre-arranged and scheduled prior to the visit.

Research teams followed the conduct as noted below:

- The research team met with the ISTC Director, introduced the team members, the project under which the study was conducted, and the purpose of the research;
- The research team sought consent for the research;

- The research team conducted an interview with the ISTC Director, collected all necessary documents, made a record of all answers, and sought ISTC Director validation of the record;
- The research team, accompanied by the ISTC director, conducted a site tour during which they made a photographic record of the center and its facilities;
- The research team asked the ISTC for comments and the ISTC Director if he/she had any questions related to the project and the current research.

In a small number of cases, the researchers were able to visit ongoing training sessions and make a record of these. Additionally, the researchers sought to interview local Head Teachers and educational supervisors, to gain an alternative perspective. As a result of the time constraints for each site visit, only a small number of these interviews were conducted.

3.4 Data Analysis

Collected data was submitted to the research leader, who secured the data and submitted it to the MAHARAT project manager. The project manager made copies of the research data and submitted the copies for professional translation. Translated data was then submitted to the research consultants for analysis.

The consultants clarified any data or translation ambiguities with the research leader, and when necessary, follow-up phone interviews with ISTC Directors took place. The research findings were also discussed with the national counterparts to ensure clarity and validity of the data.

3.5 Reflections on Methodology

The purpose of this study was to develop an in depth understanding on how ISTCs function within the Iraqi education system. To best meet the needs of the study, a qualitative approach, informed by semi-structured interviews and case studies, was chosen. The present working environment in Iraq is far from ideal for pursuing this kind of approach, and it has had consequences for the type of data that was able to be retrieved and analyzed. Despite difficulties, the study proceeded with qualitative research that allowed a deeper understanding of the current state of the in-service teacher training centers, built capacity of local researchers in conducting qualitative research, and allowed individual ISTC Directors to portray the current state of ISTCs and the challenges they face. It also sensitized some of the key stakeholders involved in teacher training to the necessity of strong contextualization of the teacher training reform to the local context and not just simple adaptation of the models promoted internationally.

Some of the factors that had an impact on data quality include the following:

- A fragile security situation that (i) prevented the international consultants to visit training centers outside of Baghdad, (ii) limited visits to Baghdad centers to only one, (iii) restricted international consultants from taking part in the pilot study;

- Limited access to literature on teacher training in Iraq and stakeholders in Iraq, preventing the researchers from profiling the in-service training model prior to the site visits;
- Lack of databases with statistical data available for public interpretation resulted in fragmented, often delayed, and incomplete information. For example, Education Management Information System (EMIS) data is not made available for analysis in a comprehensive format, which resulted in numerous and time consuming correspondences with the MOED each time data was needed;
- The challenges presented by the infrastructure and working conditions of ISTCs resulted in discussions with stakeholders who were predominantly concerned with inputs to infrastructure, at the expense of debate on teacher training quality. Although a focus on physical inputs is understandable, it resulted in a considerable amount of time spent during the interviews and visioning exercise in refocusing the discussions on quality issues, instead of discussing infrastructure and equipment;
- Lack of coordination between the international community in planning events and in exchanging knowledge and data on planned and implemented interventions in education. For example, the currently implemented curriculum reform is detached from ongoing interventions and research in teacher education. During the MAHARAT project, high-level officials from MOED and TEDI were involved in numerous training events and workshops and requested to contribute their thoughts for remodeling the education system, including remodeling or altering the teacher training. Conclusions and recommendations from different brainstorming sessions, progress reports, and plans were not shared between the donors, nor kept centrally by the MOED, which often resulted in fragmented knowledge, conflicting or incomplete information about the upcoming changes, or unavailability of key stakeholders for discussions;
- Efforts were made to build up capacity and experience of local survey staff in conducting qualitative research in the education sector. This was especially necessary due to the highly technical and complex nature of the study. To build capacity, researchers conducted training, a pilot-study, and a post-pilot capacity-building debriefing, as well as carefully matched researcher teams. Nevertheless, because of the main researchers' inability to travel for security reasons, this situation prevented being able to gather more complete information;
- Delays in starting survey activities, because of visa and security issues, with the need for rescheduling training events and field research by all three MAHARAT project task teams, as well as some preliminary misleading information on ISTCs' training schedule, resulted in the main study being conducted during June and July (school vacation), which (i) limited the number of interviewed Head Teachers and supervisors and (ii) limited the number of available training sessions observed.

As the result of these issues, some of the data has not been accessed and some of the outcomes are not as deep as was desired. In the report, we have indicated instances of data limitations.

4 Research Findings

The following sections on Findings are presented with relevance to the organization of the research instrument and are presented in 11 subsections. Each section firstly discusses the data and, where appropriate, offers commentary and recommendations.

4.1 Topic 1: Links between ISTCs and their Client Schools

International literature suggests that organizational partnerships contribute to teacher knowledge and teacher skills (Villegas–Reimers, 2003). Partnerships built with the aim of improving teaching and learning, uniting educational theory and practice, connecting practitioners, and sharing common interests and concerns about education were found to have a positive effect on teachers. Literature reports three models of such partnerships: (1) partnerships between teachers, administrators, and university faculty members; (2) partnerships between schools and universities (Miller, 2001); (3) other inter-institutional collaborations, including school and teacher networks. Research found that all of these models are successful in promoting the professional development of teachers.

It has not been possible to locate literature about studies of organizational partnerships that support teacher development in Iraq.

The 2010 Assessment of ISTCs does not discuss inter-institutional collaboration between ISTCs and schools.

To understand how in-service teacher training may contribute to the improvement of the early grades reading and numeracy achievement of children, it became vital to investigate links between the teacher training institutes and their client schools (schools within the ISTC catchment area).

From the interviews conducted with the pre-service teacher educators during the inception phase of the project, it was learned that the pre-service Teacher Training Institutes (TTIs) have limited relationships with schools and are aimed only at establishing internship positions for trainee teachers. From the interviews with the TTIs and ISTCs, it was also learned that TTIs and ISTCs do not facilitate mutual dialogue about teacher skills and teacher knowledge, and that information about teacher education is not shared between the pre-service institutions and in-service training centers. As a result, it seemed necessary to investigate further the partnerships and relationships of ISTCs with their client schools. Six questions were developed to investigate what kind of relationships ISTCs have with schools and teachers, whether ISTCs form or facilitate any models of partnerships with schools, and whether schools have any role in providing information about the training needs of their teachers.

To validate the responses of ISTCs and explore how those relations are perceived by schools, a set of eight matching questions was developed for primary school Head Teachers.

Ten ISTCs and five primary schools participated in the research.

4.1.1 Communication between ISTCs and their client schools

It was found that all ISTCs communicate with their client schools; however, this communication seems to be limited to conveying messages about future courses. Such messages include *orders and directions* about the number and profile of teachers to be invited to offered courses.

Three main channels of communication with schools were found: (i) supervisors; (ii) teachers attending training courses; (iii) letters/phone communication. Some ISTCs report that training cards (*Appendix D*) are or were in use for communication purposes with teachers; these are, however, essentially registration cards. The exact purpose of training cards, their design and modus operandi, need further clarification. Occasionally, ISTCs' administrative staff members become an additional channel of communication with schools. These are administrative staff, who simply inform schools about upcoming courses and are not educational specialists, who could lead professional dialogue with schools about their educational concerns and needs.

Supervisors seem to be the strongest link between schools and the ISTCs. Both the centers and schools see supervisors as the main channel of communication between the two. Data suggests that supervisors: (i) carry messages from ISTCs to schools about the upcoming courses, (ii) provide feedback to ISTCs about school teaching aids and training needs, and (iii) comment on the effectiveness of the training.

Strong procedural evidence was not available to support reports by some of the ISTCs, which suggested that special arrangements exist for communicating with two types of schools: (i) Child Friendly Schools⁸ and (ii) failing schools. However, from the interviews with ISTC directors, it was learned that failing schools are subjected to more direct contact or communication with the respective ISTCs: one ISTC director explained: “[...] *in case of failure in one school we must visit that school.*” It is unclear how failing schools are identified, because currently no system of school ranking exists in Iraq; however, it is known that school supervisors are tasked with inspecting the quality of teaching and student outcomes. Written procedures directing communication and contact between ISTCs and unsuccessful schools were not found; however, the findings suggest that ISTCs and supervisors do take special measures to raise the quality of failing teachers.⁹ These special measures might include more intense supervisor attention to the practice of a particular teacher, or if there are a number of teachers facing a similar problem in a particular school, measures might

⁸ Literature defines Child Friendly Schools in Iraq as schools concerned with the present and future best interests of the developing child. Such schools encourage participation, openness, and actions in the interest of children and learning institutions that support effective and inclusive education. Capacity building of teachers in Child Friendly Schools enables teachers to participate in action research and reflective thinking, be an active team member, and share experiences and information with peers. It helps teachers in facilitation self-learning, it encourages their professional development, and teaches how to be an effective member of a community of learners. It is focused at building teachers skills in constructive leadership, curriculum design, development, and evaluation (UNICEF, 2006).

⁹ It was found that supervisors identify failing teachers and take measures to raise the quality of their performance. It is understood that there might be a failing teacher in an overall successful school, and there might be successful teachers in otherwise failing schools. As discussed earlier in the text, it is not clear how failing schools are identified in Iraq.

include the organization of one-day school-based training sessions that address a specific problem that a school faces (known as scientific committees).

From the literature, it is known that Child Friendly Schools are encouraged to form partnerships and communicate effectively with learning institutions such as universities, teacher training institutions, and other bodies that support learning. At least 10 primary schools in each Iraqi province have been identified¹⁰ and upgraded to Child Friendly status since 2011. Field research suggests that relationships of ISTCs with Child Friendly Schools might differ from their relationships with ordinary schools. One ISTC director noted that “*there is no direct connection with schools, except for Child Friendly Schools*”; however, it is unclear how this relationship differs, and whether effective communication between ISTCs and Child Friendly Schools in Iraq is being sustained, because no record of communication between ISTCs and Child Friendly Schools was found in ISTCs. This matter would require more investigation.

There is no evidence of existing professional dialogue between ISTCs and schools that contributes to improved learning; however, the central role of the supervisors, and their function in linking ISTCs and schools, might suggest that potential for such dialogue exists. Supervisors are already tasked to: (i) provide ISTCs with information on teachers’/schools’ training needs; (ii) inform schools on the upcoming training courses; (iii) evaluate and provide feedback to teachers on their teaching skills and knowledge, and often tasked with (iv) design and (v) delivery of in-service teacher training course content. What was not found and what would enhance the quality dialogue between the ISTCs and schools are: (i) unified methods for supervisors to assess school training needs; (ii) platforms for exchanging knowledge and experiences among the province supervisors and the ISTC; (iii) participative planning meetings that involve schools, training designers, training implementers, supervisors, and ISTCs; and (iv) independent training evaluation, which could provide supervisors and ISTCs with more autonomous data about the relevance of in-service teacher training to the teachers’ training needs.

4.1.2 Study visits in client schools

In general, ISTCs do not visit their client schools (e.g., primary and secondary schools) unless for special purposes, such as after a school has been identified as a school failure or for craft fairs.¹¹ Only occasionally do ISTC personnel visit schools for the purpose of, as one ISTC director explained, monitoring “*failure in management.*”

Should an in-service training course be taught at a specific school, then that school is visited by ISTC employees. These visits are mainly focused on the logistical

¹⁰ Child Friendly Schools in Iraq are identified and upgraded jointly by MOED and UNICEF.

¹¹ Schools in Iraq seem to organize periodical crafts sales. It is unclear whether these crafts are made by children or by crafts teachers. It is also unclear whether any funds raised through craft fairs are used by the school for school improvements. It is important to note that ISTCs also are reported to organize periodical crafts sales.

preparation of a school hall for the planned course and occasionally for monitoring the ongoing training at a specific school venue.

It is unclear if the instructors, who are providing the in-service courses in specific schools, are also asked to visit or observe the regular classes in that school to provide immediate feedback on the teaching practices they observe, but it seems unlikely that this occurs. There is no evidence that ISTC visits to schools that act as sites for in-service training have any impact on the training quality or on the teaching quality in those schools.

4.1.3 Partnerships between ISTCs and their client schools

Four out of 10 centers reported having partnerships with schools. In response to assessment questions, one center that reported no visits to schools in Question 2 (*Do ISTC staff visit schools? If so, with what regularity? If they occur, what are the purposes of such visits?*), gave an example of *personal and formal* visits to schools as one type of ISTC – school partnership in response to Question 3 (*Do you have schools with which you have regular links/partnerships?*). Another center provided an instance of supplying electricity to a nearby school as an example of ISTC – school partnership. A different center provided an instance of using *experienced and distinguished* teachers from a client school as an example of an existing ISTC – school partnership. In one case, a center reported that *ISTC – school partnerships are based on sending formal letters* by the center directly to the schools. This suggests that partnerships between ISTCs and schools, if they exist, are not well developed and limited to administrative matters rather than technical ones.

Only two of the studied schools reported existing partnerships with ISTCs. Interestingly, one ISTC, which has an existing partnership with a school, as recorded in the school report (“*yes [we do have partnership], continuously*”), describes partnerships with schools as non-existent. The ISTC reports, “*there are no partnerships with schools. We only inform them about the courses.*”

Collected data indicates that *community partnerships with some organizations* exist. These include partnerships between ISTCs and locally active nongovernmental and international organizations such as UNICEF, and these are limited to logistical support that ISTCs provide for courses designed and implemented by these organizations. It is important to note that courses delivered by nongovernmental organizations (NGOs) on ISTCs’ premises do not necessarily target teachers. It is often observed that NGOs and international organizations target their training at high-level officials at the province level and simply use ISTCs as training venues.

4.1.4 Participation of schools in designing training plans

Research indicates that for teacher development programs to be successful, they must encourage teachers to participate in design, implementation of, and participation in professional development opportunities. The kinds of professional development activities designed by and for teachers must respond to: (i) their professional needs; (ii) their professional interests; (iii) the stage of professional development attained at

that particular time, and the stage of the education system in force in their place of work (Villegas–Reimers, 2003).

In studying the professional development of teachers in Iraq, it was found that the majority of the studied ISTCs do not consult schools during the annual planning process. One ISTC explained that schools are not consulted during the planning process because their role in that process is undefined. Two respondents involve schools in designing the annual training plan, and one respondent is currently seeking permission for the inclusion of teachers in the planning process.

Supervisors play a key role in providing feedback to ISTCs about teachers’ training. All studied schools and ISTCs confirmed that the training needs are diagnosed by supervisors and that it is the supervisors’ role to recommend courses to ISTCs. Generally, supervisors are responsible for five to six schools. Through regular observation of teaching practice, discussions with Head Teachers and teachers, supervisors collect information about teacher training needs and provide their findings to ISTCs. ISTCs collect information from the supervisors in their province and use that feedback to develop the annual training plan for the center.

Respondent schools feel that the ISTCs do take their training needs into account; however, they report that not all training needs are met.

ISTCs report that attendance in training is voluntary. Some schools perceive participation in training courses as voluntary, but others recognize them as mandatory. **Table 4** below illustrates that the perception of respondents (schools) varied greatly.

Table 4. Perception of schools about attendance in training courses

Respondent	Perception
Respondent 1	<i>“Often the participation in courses is compulsory.”</i>
Respondent 2	<i>“Courses are compulsory, not voluntary. Only a few attend them.”</i>
Respondent 3	<i>“Attending courses is not compulsory, in fact, it is voluntary.”</i>
Respondent 4	<i>“Teachers are always likely to participate in courses voluntarily and not compulsorily, and with high desire.”</i>
Respondent 5	<i>“[Attendance in training is] voluntary. Teachers want to learn, and there is no difference [in participation] between male and female teachers.”</i>

Teachers recognize training as obligatory. Head teachers may apply disciplinary actions if a teacher refuses to attend a course. For many teachers, attendance in a training course means days out of school, a shorter working day, and free refreshments. In addition, courses are registered in a teacher training card, which is evaluated at each level of the teacher salary revision. A clear link between the number of training courses attended and the salary scale has not been found; however, it is expected (implicitly by teachers, head teachers, and supervisors) that for a teacher to progress up the salary scale, s/he should have attended training courses. (For another perspective, please see Section 4.8 Topic 8: Selection of Teachers for Courses.)

4.2 Topic 2: Infrastructure and Equipment of ISTCs

4.2.1 Anbar and Babil ISTCs

Of the 10 ISTC centers assessed, these two centers are treated separately from the rest of the study population, as they were recently extensively renovated and re-equipped.



[Photo: DCI, June, 2012] A refurbished Anbar ISTC training hall showing an example of the furnishing and hall setup, which allows group work and a more active approach to training. Access to technology may reinforce ICT-aided approaches to learning. Lecturing and note-taking remain the most commonly used training method.



[Photo: DCI, June, 2012] A Babil ISTC training hall showing an example of an improved quality learning space that illustrates (1) a usual training setting and (2) the most commonly used method of knowledge transfer—lecturing.

The environment in which teachers learn during in-service courses in these two centers has been very significantly improved, as the photographs above show. Each ISTC is now a place where center staff members feel that the environment supports their work. Staff members in certain subject areas have been given extended study opportunities in Jordan (English language, chemistry, physics, and computing).

Anbar indicated that the presence of overhead projectors (OHP) was important as a motivator for teachers: “*OHP delivers information directly and motivates teachers to attend a course.*” However, Anbar still has no computing lab or IT facilities that can be used for training courses. This seems very odd, when Babil is blessed with two computer labs, sets of working computers, and associated support features such as emergency power, a diesel generator, and Internet access. Anbar does have a cleanliness problem both with the facilities and the equipment, as there is no cleaner on the staff.

The main changes that were identified after the renovation are: (i) significantly improved working environments for those members of staff who administer/manage courses and (ii) enhanced learning environments for teachers attending courses that are held in the centers’ training rooms. There is no evidence to show that the improved environments of these two centers have altered the approaches taken to the courses that are offered, which is in line with studies by Hanushek (e.g., Hanushek, 2003) and others suggesting that physical inputs to learning environment do not always have a significant impact on learning outcome. This finding may be an

interesting prompt to refocus current discussion on ISTCs' needs from infrastructure and equipment to quality of training.

4.2.2 The remaining eight ISTCs assessed

Table 5 below summarizes the current state of the infrastructure and equipment in the remaining eight ISTCs, and the photos further below illustrate the current state of the ISTCs' infrastructure.

Table 5. Infrastructure and equipment of ISTCs

Center	Infrastructure		Furnishings	Technical Equipment
	No. of training halls	Current needs/ comments		
Kharkh 1	4	Additional training halls. Science laboratory.	Single seat chairs with attached personal desk available in training rooms. Locally produced training aids available.	Audio-visual equipment in good condition in 4 halls.
Rusafa 1	3	Renovation of training halls. Center in poor condition.	Plastic chairs and tables available in training rooms. Furniture in poor condition.	Audio-visual equipment in good condition in 3 halls.
Basrah	5	Building in good condition.	Plastic chairs only, available in one training room. Plastic chairs and plastic tables available in other training rooms. Furniture in poor condition.	Audio-visual equipment needed.
Kirkuk	10	Building renovated in 2008. All training rooms have air conditioning (AC).	Plastic chairs and tables available in training rooms. Single seat chairs with attached personal desk in one training room.	Audio-visual equipment needed.
Salah ad Din	N/A	Additional training halls. Building in good condition.	Desks and tables available in all training rooms. Furniture in good condition. Generator present, no fuel reimbursed.	Audio-visual equipment in good condition.
Najaf	N/A	Renovation of the building and training halls. Science laboratory. Center in poor condition.	Desks and sitting benches available in one training room. Plastic chairs available in other training rooms. Furniture in poor condition.	Audio-visual equipment and science equipment needed. .
Maysan	3 (30 participants each)	Center in good condition.	Plastic chairs and table available in all training rooms. One room equipped with solid chairs.	IT and audio-visual equipment in good condition in 3 rooms. .
Dhi Qar	N/A	Center in excellent condition.	Desks and sitting benches new and in excellent	IT and audio-visual equipment in excellent

Center	Infrastructure	Furnishings	Technical Equipment
	No. of training halls	Current needs/ comments	
		condition.	condition available in all training rooms.



[Photo: DCI, June, 2012] An example of a Dhi Qar ISTC training hall illustrating (1) excellent condition of ICT at the center and (2) the use of ICT for enhanced learning for teachers.



[Photo: DCI, June, 2012] A Kirkuk ISTC training hall illustrating the condition of the furniture. Available desks and benches are arranged to best suit the most commonly used training method—lecturing. The current setting of the training hall may be an obstruction to more active teaching and learning approaches such as group work.



[Photo: DCI, June, 2012] A Najaf ISTC training hall showing an example of the poor quality of furniture. Available benches and their static setup may be an obstruction to more active approaches to learning.



[Photo: DCI, June, 2012] An example of a Rusafa ISTC training hall illustrating (1) the quality of furniture and learning space and (2) the most commonly used training method—lecturing.



[Photo: DCI, June, 2012] A Salah ad Din ISTC training hall, illustrating the equipment and setup of the ICT room. ICT equipment is being used for transferring knowledge to ICT teachers about computer usage. Little attention is given to mainstreaming ICT as an aid to enhance learning across the curriculum.

4.2.3 Commentary

- There is no general standard of quality for infrastructure and equipment. Several centers have benefitted from significant renovation, either with the support of USAID or from the provincial council, but that has not always been matched with the provision of good quality equipment and furniture. Even Anbar ISTC, which has undergone significant upgrading, still has no computers.
- It seems that achieving a national quality standard across the 10 centers studied is a realizable goal. This standardization would require a sizeable investment in both the infrastructure and the furnishings/equipment of several centers. However, an important prior question would need to fully address the anticipated functions and workings of each center.
- A costly investment would be any decision to equip each center with a full suite of science laboratories and associated equipment, in addition to computer laboratories. It was interesting to read that Najaf ISTC has addressed the issue of teaching practical science by developing a relationship with the University of Kufa, so that science teachers, who are attending a course, could use the university facilities and also engage with instructors from the university.
- A key question regards the extent to which each ISTC should have a suite of training halls sufficient to deliver all its courses. To be economically efficient, the halls would need to be able to show evidence of a much higher level of occupancy through any one year than is currently the case with the existing programs. In addition, the use of decentralized delivery of training, typically in schools, has significant advantages in relation to access for the teachers, and in showing that the ISTC is properly linked to its partner/client schools.
- Taking the above point more broadly, it is appropriate here to reflect briefly on whether the present model of training, which is based on the assumption that

bringing teachers to a central point to gain new knowledge related to the curriculum of their teaching subject is the most appropriate for the Iraqi context. This point is taken up in detail in the Conclusions (Section 5). It is important to note that there is a strong international trend to locate in-service training for teachers **as close as possible to the school**. Two reasons are generally promoted for this change in trend. First, studies of the impact of participation by teachers on courses such as those currently provided by the ISTCs suggests that, in general, new learning is not absorbed into the normal/best practice of individual teachers. Second, no mechanism seems to exist within the school for embedding new learning in the wider practice of the whole school. It appears that these understandings have not been considered in the Iraqi context and, therefore, discussion on them need to be initiated with key stakeholders, including MOED, TEDI, supervisors, teacher educators, Head Teachers, and teachers.

4.3 Topic 3: Availability of IT for (i) Administration/Recordkeeping and (ii) Teaching ICT

This study shows that in the Iraqi context, there appears to be no ICT strategy: not for managing ISTCs, not for managing communication between ISTCs and schools, and not for enhancing teaching and learning through ICT.

In all studied ISTCs, computers are used mainly as word processors, with little use of e-mail, Internet, and data processing programs.

Of the 10 centers reviewed, five centers have one computer lab, two centers have two computer labs, and three centers do not have computer labs. Not all working computers are used for training purposes. Three centers report that the majority of the computers (from 50% to 100%) are not used because of lack of space or finances. In one center, reported to have 60 computers, these are not used because of lack of funding to operate the computer lab. For training purposes, that center uses a computer lab in the Directorate of Education.

Five centers have at least one staff member who is a trained IT specialist. Computers seem to be used only in training courses that specifically relate to teaching ICT in schools. Computers use is not mainstreamed in other courses, even when it might be expected that they would contribute to the course, for example in mathematics, physics, or foreign languages.

All centers with computer labs rely on maintenance and servicing of the computers by the General Directorate of Education. One ISTC reports using its IT trainer to maintain its IT equipment. It is difficult to assess the overall level of maintenance support, as it depends on the personnel external to ISTC. It was not possible to establish to what extent they are responsive to urgent support requests.

ISTCs reported that a wide range of administrative documents are archived on computers. These documents include: (i) staffing lists, (ii) training plans, (iii) accounting data, (iv) evaluation forms, (v) orders and correspondence, and (vi) other documents. There appears to be no systematic record of teacher participation over a number of courses over several years, i.e., tracking of teacher development.

Not all ISTC staff that has been allocated a computer actually uses it for managing their daily workload and not all ISTC staff has been formally trained in computer use

for managing their daily work; however, all centers have at least one member of staff who uses computers daily.

All centers, with the exception of two, report a need for training its staff in computer use for managing daily work. On average nine staff in each center need further IT training; however, differences between the centers were observed. Salah ad Din and Kharkh centers report no need for further computer training for its staff, and Basrah and Dhi Qar report that 15 and more staff members need training in daily use of computers.

Not all centers made computers available for in-service teacher trainers for their use during organized courses. One center has no computers, one possesses three, which are used solely for administrative purposes, and one possesses 60 working computers with none made available for the use of trainers or teachers in training.

The majority of the ISTCs (9 out of 10) use available computers for adaptation of training materials (training material is generated by the MOED centrally, but may be re-programmed for local use); however, it is unclear whether training materials for all organized courses is archived on the computers. It is also unclear whether the centers use computers for duplicating course materials for trainees' use.

The majority of the studied ISTCs (7 out of 10) have Internet connection. One center reported that the newly installed Internet connection does not work, and one center reported that despite no Internet connection, trainers bring their personal Internet card adapters and use Internet when needed. There is no evidence on how the Internet is used; there seems to be little use of it as a key resource within the existing training courses. *Table 6* illustrates the present state of IT availability in the ISTCs.

Table 6. IT usage in the ISTCs

Location	No. of computer labs	No. of computers working in computer lab	No. of IT specialists in ISTC	IT equipment maintenance arrangements	No. of ISTC staff with a computer on their desk	No. of ISTC staff using a computer in daily work	Information kept on a computer	No. of staff trained in computer use	No. of staff in need of computer training for daily work	Availability of computers during course delivery	Computer use in producing training materials	Internet connection
Kharkh	1	30 (15 in use)	1	Maintenance unit in Directorate of Education and IT trainer	7	7	Admin documents Training documents Correspondence	8	0	Yes	Yes	Yes
Rusafa	0	0	0	N/A	3	3	Admin documents	5	13	No	Yes	No
Basrah	1	60 (0 in use)	1	Maintenance unit in Directorate of Education	4	4	Admin documents	10	24	No	Yes	Yes
Kirkuk	1	18	0	Maintenance unit in Directorate of Education	8	4	None	3	13	Yes	No	No (planned)
Salah ad Din	1	32	0	Maintenance unit in Directorate of Education	2	2	Admin documents	0	0	Yes	Yes	Yes (not working)
Anbar	0	0	0	N/A	18	18	Training data	0	9	No	Yes	Yes
Babil	2	24	1	Maintenance unit in Directorate of Education	13	10	Accounting data	18	5	Yes	Yes	Yes
Najaf	2	40	0	Maintenance unit in Directorate of Education	8	3	Admin documents	5	3	Yes	Yes	Yes
Maysan	0	4	1	Maintenance unit in Directorate of Education	1	1	Admin documents	0	14	Yes (3)	Yes	Yes
Dhi Qar	1	20 (0 in use)	4	Maintenance unit in Directorate of Education	6	6	Admin documents	12	15	Yes	Yes	No

4.3.1 Commentary

Of note is the absence of any strategy relating to the value of a significant investment in IT as a component of a modern program for teacher development. It is probably inadequate to allow the growth of IT capacity in the centers, for teaching rather than administration, without this overarching strategy being in place.

A key element of such a strategy should be a realistic projection of the likely use of IT in Iraqi schools of all kinds (primary-secondary; rural-urban) over the next decade. There should then be a close match between the proposed IT provisions for the ISTCs and the best-fit use of IT in the schools, to ensure a reasonable chance that the skills gained by teachers will be useful and applied at their schools.

For comparison, **Table 7** below shows the changes in status of IT resources for the five centers that were assessed in both 2010 and 2012.

Table 7. Status of IT labs at the ISTCs assessed in 2010 and 2012

Location	No. of IT labs in 2010	No. of IT labs working in 2010	No. of IT labs in 2012	Number of IT labs working in 2012
Rusafa 1	0	0	0	0
Kharkh 1	1 (15 computers)	1 (15 computers)	1 (30 computers)	1 (with space for 15 computers)
Anbar	0	0	0	0
Babil	2 (41 computers)	1 (21 computers) 1 under renovation (20 computers)	2 (24 computers)	2 (24 computers)
Basrah	1	0 (no IT specialist, lab being used for non-IT courses)	1 (60 computers)	0 (lab closed) ¹²

Unsurprisingly, in this relatively short period, there have not been significant changes in the IT infrastructure/resources in these five centers. Perhaps the most notable change is that four of the five now have Internet access.

4.4 Topic 4: Training and/or Institutional Plans

The available literature suggests that teachers' professional development must be thought of as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession. This development must be systematically planned, supported, funded, and researched to guarantee the effectiveness of this process (Villegas–Reimers, 2003).

This study explores the planning process of teacher development in Iraq and investigates the relationship between teacher development needs and the responses of ISTCs to these needs. This study concentrates both on the inclusion of teachers in the

¹² The Directorate of Education hosts IT training for teachers in its computer lab with 20 stations.

design of professional development opportunities and on the development process of the teacher development plans. Six questions were designed to investigate how teacher development opportunities are prioritized and processed.

4.4.1 Prioritizing future courses

Two main aspects were found to influence ISTCs' choice of future courses for teachers: (i) feedback from supervisors on teachers' current training needs, and (ii) changes in curriculum. One center reports that "*a scientific committee¹³ was formed to consult the priorities for annual teacher development.*"

Titles of training courses provided by the centers in 2011 and 2012 suggest that TEDI has a pool of courses they offer for ISTCs. Taking into account suggestions made by supervisors and scientific committees, ISTCs choose from that pool of courses those items they will offer in a particular year. Later, ISTCs submit their needs in the form of a training plan proposal to TEDI for approval. Only a few courses are offered exclusively for a specific province. Courses that extend beyond the core curriculum are in the minority. Examples of such courses in 2011 were: (i) nationality class; (ii) additional language and calligraphy courses; (iii) rapid teacher training course; and (iv) measuring and calendar course. Remaining courses focus on: (i) subject areas (e.g., mathematics, chemistry, biology, social studies); (ii) teacher specialization (e.g., grade 1 teacher course, special education needs teacher course, newly qualified teacher/beginner teacher course); (iii) management and supervisory roles (e.g., school management course, school librarian course, school supervisor's course, school card course); and (iv) methodology (e.g., teaching aids course). It is unclear whether any innovative courses have been suggested by supervisors/schools to ISTCs and whether space in the training plan could be made for any such courses.

With a great majority of courses focused on content, it is evident that traditional subject matter is prioritized in training plans. With only four out of 54 items in the training plans focusing on pedagogy, teaching methods, teaching aids, and education innovation, it is apparent that less importance is given to the process of teaching. A diverse variety of opportunities for teacher professional development that is focused on the teaching process rather than on content was not found, which might suggest that the offered selection of training courses do not fully address teachers' training needs.

Two centers report that training for: (i) beginning teachers; (ii) failing teachers; and (iii) those aspiring for leadership positions, are prioritized in the annual training plan. The findings of the study suggest that failing teachers are identified by supervisors and Head Teachers. The precise process used to identify failing teachers is not clear.

¹³ One-day workshops, focus groups, and study groups are known in Iraq as *scientific committees*. In that sense, *scientific committees* are not groups or boards of advisors, but activities. *Scientific committees* are more contextualized and active sessions than the 10-day in-service courses. In 2011, *scientific committees* included sessions on educational film shows, field trips, learning competitions, fairs, and festivals. They also included training workshops and study groups for teachers.

4.4.2 Development and approval of training plans

ISTCs collect information on teacher training needs from the supervisors in the respective province and, based on that feedback, develop the annual training plan for the center. They send the proposed annual training plan to TEDI, and at a later stage, ISTC members attend in-person negotiations about their training plans with TEDI. The plans are then costed out in Baghdad through in-person budget negotiations between TEDI and the provincial DG of Education. The finalized national training plan, with proposed budget, is submitted by TEDI to the Ministry of Finance for agreement and onward distribution to MOED Directorates (see *Figure 2*).

Figure 2. Training plan development



A consistent schedule for the presentation of annual training plans to TEDI was not found. Some centers report submitting training plans to TEDI in February/March, while others submit them in May/June, and some submit them for approval as late as October. Although consistency in submission of training plans is not observed, the majority of the ISTCs submit their plans for TEDI's approval in the first half of a calendar year.

Centers report that TEDI returns these plans after the budget approval. Some centers report receiving the approved plans at the end of the calendar year in which the plan is being proposed; other centers report receiving the plans in the first quarter of the following calendar year.

4.4.3 Changes in the training plans

Changes to the proposed ISTCs' training plans are made centrally through in-person meetings during which TEDI negotiates changes with the ISTC directors.

Changes in the approved annual training plan may also occur at the individual ISTC level. The studied centers report that occasionally they provide courses outside of the training plan. Permission for offering such courses must be given by TEDI. These special courses may be divided into four categories: (i) courses organized by

nongovernmental and international organizations; (ii) courses facilitated by universities; (iii) administrative courses added by ISTCs at the request of the Ministry of Education, Commission of Integrity, or other (example: corruption course); and (iv) other subject-related courses (this group is the smallest in number). It is important to note that not all training courses offered by the ISTCs target teachers, Head Teachers, or supervisors. “Many” courses, especially these outside of the training plan, target stakeholders outside of the education system. These courses, although they contribute to the use of ISTCs, do not have any significant impact on the quality of teachers and teaching practice. Records of these special courses were not made available during the study; therefore, it was not possible to establish what percentage of the ISTCs’ time and effort is used to assist with these courses.

4.4.4 Course content

The content of some courses is designed at the central level, at the Ministry of Education. Content of such courses is scripted in detail and, with course plans, is sent to ISTCs for their use. The centers are expected to closely follow the detailed structure provided. Other courses are prepared at the provincial level, where three groups of people are involved in deciding the course content: (i) supervisors; (ii) training leaders; and (iii) university professors. In some instances, these groups collaborate and jointly design the course content; in other cases, they work separately.

Course content is delivered through 10-day courses and 1-day courses known as scientific committees. Content of the 10-day courses is curriculum driven and is focused mainly on covering the subject content. As discussed elsewhere (Section 4.10 Topic 10: Training Styles), programs are rather theoretical, and many do not present teaching techniques as models. *Table 8* below provides examples of course titles offered to teachers in 2012.

Table 8. Courses offered to primary level teachers in 2012 in Kharkh

Primary school core subjects	Teacher training courses offered by ISTC in 2012
Islamic education	
Arabic language and calligraphy	
English language	English language
Mathematics	Mathematics
Social studies	Social studies
History	
Geography	
National and social education	
Science	Science, Labs
Art education	Art education
Physical education	Sports
Songs and music	

Primary school core subjects	Teacher training courses offered by ISTC in 2012
	School management ¹⁴
	School management (activity)
	Handicrafts
	Computer science
	Newly qualified teachers course
	Teaching aids
	Civil defense

Having incorporated up to one day of training that is focused on teaching methodology, the directors of three centers: (i) Anbar, (ii) Salah ad Din, and (iii) Dhi Qar demonstrate some innovation with regard to training content. This seems to be the exception among the majority of ISTCs that are delivering highly theoretical courses.

One-day courses/activities are also organized in schools. These are known under the generic name of *scientific committees* and are led by supervisors or senior teachers. These school-based sessions address quality and content issues faced by teachers in that particular school. Analysis of issues tackled by scientific committees suggests that these sessions are more active and more relevant to classroom context than the standard training courses offered by ISTCs, e.g., field visits. In 2012, a significant number of training days is planned under the scientific committees. Centers in Kirkuk, Babil, and Maysan plan to deliver the majority of their training activities through scientific committees. The remaining centers, on average, plan to deliver some 20% of their training activities through scientific committees (see *Table 9*).

Table 9. Number of training days organized under scientific committees in comparison with 10-day courses

ISTC	No. of training courses planned in 2012	Average no. of training days planned in a year	No. of training days planned under the scientific committee activity in 2012	Average ¹⁵ number of training days planned under the scientific committee activity
Kharkh	74	775	600	477
Rusafa	43	485	177	107
Basrah	55	605	199	135

¹⁴ Three different courses are offered under the school management name. One is known as *activity course*, a second course is known as *school management*, another is known as *training course*. The study did not establish the content of these courses.

¹⁵ Average calculated on the basis of 2011 reports and 2012 plans.

ISTC	No. of training courses planned in 2012	Average no. of training days planned in a year	No. of training days planned under the scientific committee activity in 2012	Average ¹⁵ number of training days planned under the scientific committee activity
Kirkuk	32	360	397	472
Salah ad Din	353	3345	704	406
Anbar	241	3015	1434	1593
Babil	67	665	840	558
Najaf	54	480	106	118
Maysan	58	470	585	328
Dhi Qar	155	1460	267	197

4.4.5 Course instructors

Specifications of appropriate course instructors are often identified at the planning stage, and they include: (i) university professors; (ii) Doctor of Philosophy (PhD)- and Master of Arts (MA)-qualified specialists in a given subject; (iii) supervisors; and (iv) distinguished teachers. Great emphasis is put on the strength of the theoretical background of the course instructors, and it is preferred that course leaders are highly qualified. It is clear that the majority of these highly qualified instructors are not practicing teachers; however, given that the course content is often curriculum-driven, it is suspected that course lecturers are not expected to develop teachers' skills in conveying the content, but rather develop teachers' knowledge in the given subject, which suggest a rather traditionalist approach.

4.5 Topic 5: Actual Training Courses Offered in a School Year

Teacher training schedules vary greatly from center to center. Some centers deliver most courses during the summer holidays, other centers offer their courses in the first quarter of the calendar year, and some at the beginning of the school year. According to the annual training plan, each center delivers within a range of 360 to 775 training days in a calendar year, excluding activities managed by scientific committees. Three centers, however, deliver far more training days in a year than the average center. The ISTC in Dhi Qar delivers 1,460 training days in a year; the ISTC in Salah ad Din delivers 3,345 training days in a year; and the ISTC in Anbar delivers 3,015 training days in a year. This means that, in case of Salah ad Din, the center delivers on average 12 courses daily throughout the calendar year (see *Table 10*).

Table 10. Number of training courses planned in 2011 and 2012, with average number of training days offered in a year

ISTC	No. of training courses delivered in 2009 ¹⁶	No. of training courses planned in 2011	No. of training courses targeting grade 1 teachers in 2011	No. of training courses planned in 2012	No. of training courses targeting grade 1 teachers in 2012	Average no. of training days planned in a year ¹⁷
Kharkh	67	75	0	74	0	775
Rusafa	53	50	1	43	1	485
Basrah	47	62	3	55	0	605
Kirkuk	No data	36	2	32	0	360
Salah ad Din	No data	313	4	353	4	3345
Anbar	93	358	8	241	12	3015
Babil	86	62	0	67	0	665
Najaf	No data	38	0	54	0	480
Maysan	No data	32	2	58	5	470
Dhi Qar	No data	133	10	155	15	1460

Titles of courses offered to primary and secondary school teachers suggest that their focus is on subject matter knowledge. Courses offered to Head Teachers focus on school management, with little information on which specific areas of school management they cover. Special courses are offered for teachers of students with special education needs, supervisors, and teachers in pre-schools. Some centers explicitly target beginner teachers, and some focus on grade 1 teachers. In 2011 the studied centers provided 30 courses that targeted grade 1 teachers, and in 2012 they provided 37 such courses. Most of these courses were organized at two centers: (i) Anbar, and (ii) Dhi Qar. The Anbar center provided 8 courses targeting grade 1 teachers in 2011 and 12 courses targeting grade 1 teachers in 2012, while Dhi Qar provided 10 such courses in 2011 and 15 courses in 2012. Between 6 to 8% of all courses provided at the Maysan center in 2011 and 2012 were targeted at grade 1 teachers, while centers in Kharkh, Babil, and Najaf did not organize any courses targeting grade 1 teachers in 2011 and 2012. Findings might suggest that teaching in early grades is not highly prioritized; however, more data is needed to better understand how teachers of early grades are supported and trained to work with beginner students.

Centers in provinces with an active presence of NGOs host a significant number of courses focused at upgrading schools to Child Friendly status. These courses are offered in addition to courses included in the national training plan, and are fully

¹⁶ Data reported in the 2010 Assessment Report: Iraq Ministry of Education In-service Training Centers.

¹⁷ Data excludes scientific committees' activities.

facilitated by external organizations (e.g., UNICEF). These courses are excluded from the above table, as it was not possible to obtain records of these courses during our study.

As discussed earlier, scientific committees in each province provide additional professional development activities for teachers. These activities are more practically oriented and include topics such as forums, film shows, field trips, educational competitions, fairs, and festivals.

4.5.1 Course evaluation

Training courses are not evaluated externally by independent or appointed evaluators. Some centers report that courses are evaluated by participants through an end-of-course evaluation questionnaire; however, a clear evaluation procedure was not found in any of the centers. One center shared an example of the end-of-course evaluation questionnaire, which consists of 10 closed questions that can be divided into five categories: (i) course organization (ii) acquired skills, (iii) lecturers, (iv) course objectives, and (v) relevance of the training. The questionnaire uses a three-point scale to assess the success of the course (e.g., Question: *Can you develop your skills according to the course program?*; Answer: *Yes/ No /Somewhat*). Two open-ended questions were included in the questionnaire: *How can you develop this course?* and *What are your needs in the next courses?* At the end of some courses, especially language courses, attendees are asked to complete a test assessing knowledge of the training content. It is unclear how feedback gathered through such tests is used for course improvement, and it appears that there is no systematic way of evaluating the quality of courses either by the participants themselves or by independent evaluators. Feedback into course design to make improvements seems to be very limited.

The impact of the completed training on trainees is evaluated via supervisors, who observe teachers returning from training courses and assess their knowledge and course application in their teaching practice. Later, supervisors provide feedback to ISTCs on the effectiveness of a particular training course. This system of evaluating teachers' knowledge and skills acquired through courses is only successful for unified courses, where the content is well known to supervisors, which exposes the weakness of this type of training evaluation strategy.

4.6 Topic 6: Staffing of Centers

Analysis of the ISTCs' staffing revealed some inefficiency in allocating and use of personnel. A consolidated analysis of the ISTCs' staffing is presented below.

4.6.1 Staffing list

All of the staff members included in *Table 11* are full-time employees. None of these staff members perform any teaching duties for the prescribed courses.

Table 11. Staffing table

ISTC	2011 Planned Courses	2012 Planned courses	Preparation and Training Department staff	Craft-related staff	Administrative staff	Others (watchmen, cleaners, etc.)	Total number of staff
Anbar	358	241	20	10	3	5	38
Babil	62	67	15	0	15	17	47
Basrah	62	55	4	12 [+ 6 "impaired"]	4	?	18
Kirkuk	36	32	4	7	2	2	15
Najaf	38	54	12	0	8	9	29
Maysan	32	58	3	0	6	6	15
Kharkh 1	75	74	6	6	14	4	30
Rusafa 1	50	43	8	5	8	5	26
Salah ad Din	313	353	3	1	1	2	7
Dhi Qar	133	155	n.a.	n.a.	n.a.	n.a.	n.a.

It is of some interest to establish the relationship, if any, between **staffing levels** and **number of courses** promoted. If the two centers offering very large numbers of courses—Anbar and Salah ad Din—are omitted, the correlation coefficient linking the number of courses offered in 2012 and the number of ISTC staff in the remaining seven centers is 0.68, which is not impressively high.

The ISTCs have no full-time instructors. Their full-time members of staff do not normally teach courses. Rather, they provide a range of support and administrative services for courses.

The part-time instructors who actually do all the teaching on the standard 10-day courses come from three sources:

- University lecturers
- Education supervisors
- School teachers recognized as exceptional.

The first two categories—university lecturers and education supervisors—provide the overwhelming majority of course instructors. The university-based instructors are generally recruited from mainstream subject specialist areas, such as chemistry or mathematics. It is unlikely that they will have particular insights into the methodological or pedagogic needs of the teachers. This should, of course, be the province of the education supervisors, whose major function relates to the strengthening of quality of teaching and learning in the schools for which they have responsibility. If it were possible to bring the talents and skills of the two groups to bear on the delivery of each course, that might provide an appropriate teaching balance.

Several ISTCs indicate that they have established close relationships with their local universities (Anbar, Dhi Qar, and Babil were specifically mentioned) to guarantee a regular supply of appropriate course instructors.

The question about training hours, which was intended to represent the commitment of an instructor over a period of **a year**, was unfortunately interpreted as being the **daily** commitment, which varied from 3 to 6 hours.

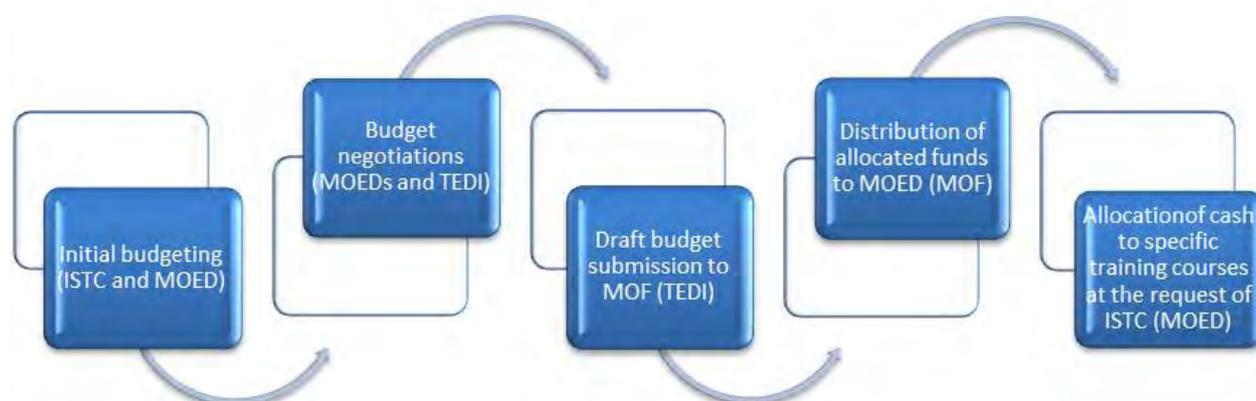
Four of the ISTCs kept information about their pool of part-time instructors in their IT systems. In some cases, this was in the form of a full curriculum vitae; in others, it was simply a record of name, address, telephone number, and skill set. The other centers did not, apparently, keep detailed information about their external instructors. One response indicated that information about all the instructors is kept in the Supervision Department in Baghdad, but the researchers of this study had no means of checking this response.

It is clear from the ISTC responses, that all payment rates for instructors are decreed in Baghdad, so that there are very few opportunities for alternative strategies for keeping instructors engaged and enthusiastic. The daily fee rate was doubled last year, from 2,000 to 4,000 dinars per hour, so that has acted as a stimulus for instructor participation, but it remains at a low level. As one center responded, instructors do this work *“for the love of their country and not for the financial aspect, as it is low/scarce.”* The payment level is determined by the rank and normal salary of the part-time instructor.

4.7 Topic 7: Finances

The 2010 ISTC assessment reports that the yearly budget for the training plan for each ISTC is set by the Central MOED, and then the funds for training delivery are sent to the Directorates by the Ministry of Finance (MOF). The current study confirms that budgets for training are set centrally by the MOED; however, it has been learned that the training budget is negotiated by TEDI and the provincial DGs of Education during in-person meetings. The provincial DGs collect budget needs from ISTC directors before participating in negotiations with TEDI. The finalized and costed out national annual training plan is submitted by TEDI to MOF for funding, with subsequent distribution to the Education Directorates. ISTCs then apply to their Education Directorate for allocations of cash to provide a particular training course (see *Figure 3*). It is reported that cash is distributed late. None of the ISTCs have a bank account.

Figure 3. Budgeting ISTC training



In 2012, three centers were asked to estimate the cost of the planned training, which suggests that MOED will use these estimates in calculating budget allocations for the ISTCs. The request for estimates is a novelty, and one of the interviewed directors found it to be a “*good step*” forward.

Only three ISTC directors were able to explain how the training budget is calculated. One director explained that the training budget is calculated on the basis of the following costs: (i) hospitality; (ii) transportation; (iii) accommodation; and (iv) materials. It is unclear whether hospitality cost was meant as fees or as an administrative fee for the ISTC. Another director explained that the budget for the training plan is calculated as follows: (i) number of courses; (ii) trainees’ fees; (iii) trainers’ fees; (iv) mission fees; and (v) contingency of 10%. The third director explained that the budget consists of the following costs: (i) lecturers’ fees; (ii) hospitality; and (iii) materials. The explanation given by the last director matches most closely with the explanation given by TEDI confirming that the training budget is allocated on the basis of: (i) fees for trainers; (ii) administrative fee for the ISTC, and (iii) cost of materials. A unified procedure for setting training budget and operation of ISTCs was not found.

In the 2010 study, it was reported that the training budget allocated to centers was often “refunded” or “reallocated.” This situation was not found during the 2012 study. In general, centers report spending the entire allocated budget. In 2011, some centers requested and were allocated additional funds for training. See *Table 12* below for budget allocation information.

Table 12. Budget allocations in 2009, 2011, and 2012 and budget expenditure for training in 2009 and 2011.*

ISTC	Budget allocation in 2009	Budget expenditure in 2009	Budget allocation in 2011	Budget expenditure in 2011	Budget allocation in 2012
Kharkh	51	22	74	74	82.5
Rusafa	58	13	40	21	45
Basrah	93	93	104	N/A	115.5
Kirkuk	N/A	N/A	163	N/A	178.5
Salah ad Din	N/A	N/A	233	233	261
Anbar	93	93	363	363	403.5
Babil	164	50	184	184	123
Najaf	N/A	N/A	62	62	69
Maysan	N/A	N/A	52	52	58.5
Dhi Qar	N/A	N/A	142	142	159

*Note: All costs are presented in millions and in Iraqi Dinars (IQD).

In 2009, 2011, and 2012, an average of 105,490.10 IQD, equivalent to US\$90.80, was allocated per training day.¹⁸ Given that averages of 35 participants attend a training course,¹⁹ the average cost of training day per participant is US\$2.60 or 3,014 IQD. The standard duration of a single training course is 10 days, which means that an average 10 days should cost approximately US\$900. These calculations do not match with information given by ISTCs' directors, who report that an average 10-day course costs 335,000 IQD (US\$285). The difference may be explained by operation, maintenance, insurance, and other costs that ISTCs bear annually. More research is needed on how the allocated budget is spent by the centers. However, in case operation and administration costs explain the difference between spent and allocated budget for training, the conclusion would be that ISTCs are not cost-efficient, because their main cost is not training (US\$285 per 10-day course), but operation of the center (US\$615 per each 10-day course organized) (see *Table 13*). In such case, a study into alternative training venues, including school venues, should be made to investigate cost effectiveness of organizing training courses outside of ISTCs.

Significant regional training cost disparities were observed. In 2012, a training day in Kirkuk was 3.25 times more expensive than training in Kharkh—US\$184.63 compared to US\$56.71. The average training day cost in 2012 in the studied centers (excluding the most expensive: Kirkuk [US\$184.64] and Basrah [US\$134.32], and the least expensive: Kharkh [US\$56.71] and Salah ad Din [US\$59.88]) was 91,466.74 IQD or US\$79. It is unclear why such significant disparities are observed regionally,

¹⁸ Calculations include scientific committees' activities.

¹⁹ Average based on data collected in 2010. It is noted that some courses are provided for a small group of participants. Average was established by the formula: No. of teachers trained in 2009 / No. of training courses in 2009.

however it is possible that participants' transportation and operation costs might partly explain the discrepancy.

Significant differences are observed in a number of planned courses in the various centers. The smallest number of 10-day courses, 32, is planned by the Kirkuk center. The highest number of 10-day courses, 353, is planned by the Salah ad Din center. On average, centers plan for delivery of up to 60 courses. The following centers deliver a significantly higher number of courses: Salah ad Din (353), Anbar (241), and Dhi Qar (155) than the remaining centers. Interestingly, the difference in infrastructure quality does not always seem to explain the difference in the number of planned courses per center. Babil, for example, a center with notably improved infrastructure, delivers 67 courses, while the center in Salah ad Din, with fairly poor infrastructure, delivers 5 times more courses than the center in Babil.

It is also interesting to note that the Salah ad Din ISTC operates with seven staff members and plans to deliver 353 training courses in 2012 and 704 scientific committees, while Rusafa ISTC operates with 26 staff and plans to deliver 43 courses and 107 scientific committees in 2012. On average, training centers plan to deliver 1,605 training days each. However, regional disparities are observed, with highly productive centers in Salah ad Din (3,751 training days) and Anbar (4,608 training days), and least productive centers in Rusafa (592 training days) and Najaf (598 training days). This raises significant questions regarding the efficiency of the ISTCs, which would need further study.

Table 13. Costs of training in relation to planned courses and number of ISTC staff in 2009, 2011, and 2012. *

ISTC	Courses delivered in 2009	Spent cost per training in 2009	No. of training courses planned in 2011	Allocated budget per training day in 2011	No. of training courses planned in 2012	Allocated budget per training day in 2012	Average no. of training days delivered in a year, including scientific committees activities	Total number of staff
Kharkh	67	0.76	75	0.057	74	0.061	1252	30
Rusafa	53	1.09	50	0.057	43	0.072	592	26
Basrah	47	1.98	62	0.097	55	0.152	740	18
Kirkuk	N/A	No data	36	0.222	32	0.248	832	15
Salah ad Din	N/A	No data	313	0.060	353	0.061	3751	7
Anbar	93	1.00	358	0.069	241	0.103	4608	38
Babil	86	1.91	62	0.062	67	0.080	1223	47
Najaf	N/A	No data	38	0.126	54	0.105	598	29
Maysan	N/A	No data	32	0.118	58	0.090	798	15
Dhi Qar	N/A	No data	133	0.087	155	0.086	1657	N/A

*Note: All costs are presented in millions and in Iraqi Dinars (IQD).

It has been estimated that, in 2011 and 2012, up to 80,000 teachers, supervisors, and Head Teachers were trained in the studied centers through the national program for in-service training courses. Records of trained teachers were not always made available at the training centers; however, data on the number of trained teachers in each center in 2011 has been found in the TEDI records.

4.8 Topic 8: Selection of Teachers for Courses

4.8.1 How are teachers recruited for courses?

The most general mechanism for recruitment to center courses is through nomination by a combination of education and specialized supervisors, acting with Head Teachers. Nominations are made to the Preparation and Training Departments for those with development needs relating to teaching skills. In recent years, nomination priorities have been to include newly appointed teachers, teachers who are not succeeding, and teachers with less than 10 years of experience, who have not found a place in a previous course. Babil ISTC wrote:

“There is a series of selection steps, taking account of the views of specialized supervisors. Schools also submit staff lists showing which courses teachers have attended, which then leads to decision-making.”

4.8.2 Can teachers choose whether or not to attend?

All centers except one agreed that attendance at a course for which a teacher has been nominated is compulsory. If, in fact, a teacher is then absent for two days or more, they will automatically be asked to leave the course. That said, however, it is possible for individual teachers to make a case for their not attending a course—presumably for medical or other reasons. In that case, permission not to participate has to be granted at the level of the Education Directorate.

Question: What provisions are made, if any, for teachers to attend courses? (e.g., appropriate timing of courses; provision in schools for absent teachers; transportation to/from centers; accommodation)

Response: *“We undertake careful coordination with the supervisors and Head Teachers so that when a teacher is nominated, they can be made available during the course period.”*

“The training plan can be achieved without affecting the teaching in the schools.”

The main supporting provision relates to the location of the centers, where the courses operate. They are chosen to minimize travel times for the participants. Nevertheless, in both urban and rural areas, participants may have to travel considerable distances. Where there is no easy solution, transport costs for the participants may be met.

The obvious question to be asked, is how exactly the schools manage to cover for the absence of key teachers during the teaching term. Does this denote low levels of

teaching load that allow colleagues to cover for each other? Does it mean classes are simply left without a teacher?

Question: What specific provisions, if any, are made for the needs of female teachers who attend courses?

Response: *“If a teacher is given sick leave, her place will be postponed to another course, or she will be released from the course.”*

It appears that the provision in the above quotation is available for both male and female teachers.

Centers try to provide locations for courses that make for minimal transportation for female teachers; they meet transport costs; some arrange courses that are female-only, but there is no indication of how many such courses are provided.

Question: Does each advertised course have a description of the content to be covered?

Response: In general, in 7 of 10 centers, all that is available to the teachers prior to their arrival is the title and level of the course, so *“teachers are briefed on the course when they arrive.”*

The exception seems to be Basrah, where:

“The announcement of the course is via the supervisor, who informs schools via phone calls, mail, or personally. He/she provides a description of the courses, their type, and the presenting lecturers. The supervisor also indicates to the schools those teachers who would profit most from the course.”

Question: Does each course description have details of those who should attend?

Response: Generally the answer is “no,” although Salah ad Din indicated that, for the first time in 2010, guidance was given as to who should attend the English language course.

Question: Does the ISTC keep records of (i) those teachers invited, (ii) those who actually attended the course?

Response: All centers indicate some form of recordkeeping, although this may be limited to lists of those teachers who attend particular courses. Others clearly maintain a data-base of invitees, attendees, and those who are successful. Records that would show the pattern of course completion over time, by an individual teacher, are not kept by the ISTCs. Whether provincial directorates maintain such records/files is not known.

Salah ad Din indicated that:

“Record cards for each trainee/school have been discussed but not yet implemented.”

4.8.3 Commentary

There appears to be a reasonably efficient process for identifying participants for courses operated by the ISTCs, based on assessments made by supervisors and Head Teachers.

It is less clear that there is a close match between what is presented in the courses and what is needed by the schools, except for the rather general proposition that teachers need to be well briefed on the content of new subject curricula.

More could clearly be done—increasingly through the use of electronic media—to brief participants about the purpose and content of the course they are expecting to attend. More progressive still would be to give teachers the opportunity to express their own needs and priorities before the start date of the course, so that the content covered could be seen to be responsive to expressed needs at the classroom level.

4.9 Topic 9: What Happens to Teachers When They Return to Their Schools?

A cautionary note

Overall, the responses to this section were quite limited. At least three explanations can be posited:

- Meaning of the questions was lost in translation (Likelihood – Low/Medium)
- Unfamiliarity of the respondents with the request for substantial insights into outcomes/results of training (Likelihood – High)
- Inexperience of the interviewers in developing follow-up questions (Likelihood – High)

4.9.1 Interview population for this topic

In each case, the main respondent was the ISTC Director or his senior colleague. Additional responses were obtained from one supervisor; two primary Head Teachers, and one chief of the provincial scientific committee.

4.9.2 Presentation of analysis

Each question is taken in turn, with a three-part structure comprising:

1. Summary of key points made across the centers;
2. Quotations from the words of respondents, where they are particularly insightful; and
3. Commentary.

4.9.3 How does participation in in-service courses count for professional progression?

Because none of the respondents answered the above question as it was framed, there is a suspicion that the lack of understanding may be related to the translation of the original question from English into Arabic. However, this issue should have come to the surface when the field researchers were being trained, when every question was subjected to scrutiny for understanding. As a result, there are a number of responses that say something about the benefits of in-service training for the teachers, but it is not expressed in terms of their professional *progression*. Thus:

“All the courses have positive outcomes for teachers. Our field interviews show that (i) courses increased the success rate for trained teachers, and (ii) developed teaching approaches for them.” [Deputy Director ISTC]

“In most cases, participation is positive through development noticed in teaching skills, particularly in the last two years.” [Director ISTC]

“Supervisors’ reports assess improvements in teachers’ performance. Additionally, interviews with Head Teachers and DGs interviews with supervisors and departments.” [Director ISTC]

In these responses, as in those to the whole of this topic, there is no evidence of a systematic approach to the planning of professional development, either for the individual teacher or for the whole school as a professional development entity. One response hints that an assessment of the effect of participation in a course is obtained by scrutiny of student test results. How this is done is not clear.

Question: Does participation in in-service courses count for salary enhancement?

Response: The simplest question received the clearest answer! Eight out of 10 responses indicated that there was no link with salary enhancement. Just one center indicated that, *“The top three teachers receive a money reward, a pay rise, and a thank-you note.”* It is not clear from the response above whether this reward is a gift from the ISTC or the Education Directorate. If the latter, which seems most likely, it is really part of a process separate from that of the ISTC courses, most likely under the aegis of the relevant supervisor.

Question: Are there mechanisms in schools – formal or informal – by which teachers can share their new skills? If “yes,” please seek examples.

Response: There is no formal mechanism at the school level to ensure that new skills are shared. There appears to be no guidance from the ISTC, either to the school or the teacher completing a course, on how newly learned skills might be systematically shared.

“No official mechanism, but the head teacher counts on the teacher’s aptitude to spread his experience to other teachers.” [ISTC Director]

“No, but some teachers exchange information gained on the course with other teachers in their common subject.” [ISTC Director]

“We don’t have a formal mechanism – the teacher can exchange his new skills with his students and Head Teachers with other teachers.” [Supervisor]

4.9.4 How may the returning teachers expect to be given opportunities to practice their newly developed skills?

As with the responses to Question 3 (*Are there mechanisms in schools – formal or informal – by which teachers can share their new skills? [...]*), there is no formal recognition of the needs of the teacher on returning from an in-service course to be able to practice and build on newly developed skills in a supportive environment where experimentation may be encouraged.

“The inept teacher becomes skilled after returning from the training and his performance will have been improved.” [ISTC Director]

“The teachers are expected to teach very well and use the best techniques in teaching.” [Primary Head teacher]

“The returning teacher can apply what he learned when conditions allow: such as number of students; space in the classroom; and availability of visual aids.” [ISTC Director]

The responses, both from leaders of training and others, show a significant lack of understanding of the necessary conditions for learning gained on an in-service program to become grounded in the best practice of an individual teacher or of a school. It appears that, at present, most responsibility for transfer of training (i) rests with the supervisors, on whose role there have been only limited insights, and (ii) with the judgments of a wise Head Teacher. Otherwise, in general, changes to the practice of the individual teacher are likely to be marginal, and the wider impact on her/his subject department/school is negligible.

4.9.5 To what extent are supervisors responsible for assessing changes in the quality of teaching and learning in the schools?

The majority of respondents chose not to address the above question. Responses were received only from a primary Head Teacher and a supervisor. Neither gives any serious insights into how quality of teaching and learning is systematically monitored.

“The supervisor plays a major role in evaluating the teaching and learning through counting the success rate of the teacher, his performance, and his knowledge.” [Primary head teacher]

“The supervisor’s main role is to evaluate the teacher before and after the course to know what he’s gained from the course.” [Supervisor]

Because of the nonresponse to the above question, the research team is not satisfied that they have obtained a sufficiently detailed understanding of the function of the supervisory cadre in relation to the outputs from the existing large-scale in-service program.

4.10 Topic 10: Training Styles

The recent USAID study of the ISTCs (2010) reported on brief observations of training classes in action. They reported the following:

“About 40 classes were briefly observed in the IST Centers visited. All but one of the classes was being conducted in a traditional “trainer as lecturer” fashion, with trainees sitting individually and writing notes. In only one of the classes visited were student-centered activities and active learning taking place. The trainer had the teachers working in groups of four preparing a lesson plan for later demonstration. Teachers in each group were active and discussing their ideas, with one teacher preparing their lesson plan and another busy making notes for the presentation. The trainer was moving from group to group encouraging the teachers and asking them

about their plans. All of the teachers were clearly engaged, actively learning and using their training materials to support their choices.

The next day the same training course was observed in another IST Center. The trainees were sitting in rows listening to the trainer lecture, and had no training materials at all. They were writing down the trainer’s notes from the whiteboard. In the focus group discussion that followed, all trainees in that course complained about the lecture method as the sole type of training format, and the lack of training materials.”

There is widespread agreement that the methodology of training should largely mirror and display the range of techniques which would normally be expected to accompany the presentation of the subject matter under consideration, be it an approach to reading in the early primary grades or an advanced concept in physics. It was worrying to note that in a course for beginning teachers at one of the featured ISTCs, with the theme of “Teaching methodology,” a university professor lectured for one hour on the subject, using only a data projector as a supportive technique.

In this study, in order to explore more thoroughly the range of approaches used in training, a simple observational instrument was developed (see *Appendix C*). All field researchers were trained in the use of the instrument, which involved recording up to 12 behaviors of instructors (five) and teachers (seven) during five-minute time units over a 30-minute period.

As has been reported elsewhere, the amount of training being carried out during this study was at a very low level. Of the 10 centers in the study, training activities could only be tracked in five: Basrah, Dhi Qar, Maysan, Najaf, and Rusafa. In Basrah, Maysan, Najaf, and Rusafa, five training classes were observed using the instrument. In Dhi Qar some useful notes were made by one of the researchers observing a session. The sample is small and, therefore, the data from the five classes has been summed and presented as a percentage in *Table 14* below. It should also be noted that the range of exhibited behaviors varied considerably across the four classes. The reader should note that, as more than one behavior may be exhibited in a single five-minute time unit, the percentages do not sum to 100.

Table 1. Summary data from four training observations: Basrah (2), Maysan (1), Najaf (1), Rusafa (1)

Activity	Total occurrence in five-minute segments (X)	Percentage occurrence 100X/24
1.Instructor talks	9	37.5
2.Instructor asks questions	5	21
3.Instructor gives instructions for different tasks	11	46
4.Instructor observes teachers carrying out activity/exercise	4	17
5.Instructor receives feedback from teachers	5	21
6.Teachers listen to instructors	14	58

Activity	Total occurrence in five-minute segments (X)	Percentage occurrence 100X/24
7. Teachers taking notes	9	37.5
8. Teachers asking questions	4	17
9. Teachers carrying out individual activities	2	8
10. Teachers demonstrating a particular technique	2	8
11. Teachers working in groups	1	4
12. Teachers reporting on group or individual activities	3	12.5

4.10.1 Commentary

The observed picture of behavior in the training environment is not as stark as that suggested in the 2010 study. However, the most commonly observed modes of activity remain highly instructor-centered, with instructor behavior being predominantly “instructor talk” (37%) and “instructor gives instructions for different tasks” (46%), while course participant behavior is dominated by “teacher listening to instructor” (58%) and “teacher taking notes” (37.5%)

Questions emanating either from instructors (21%) or teachers (17%) are at a low level, suggesting that a dialogic approach is not often taken in these classes.

Categories that imply strong engagement of the teachers with the subject matter—working in groups or individually, carrying out activities/exercises—are present at a rather low level.

4.11 Topic 11: Professional Career Development for Teachers

To investigate the current strengths and opportunities for development of in-service teacher training a question exploring teachers professional development needs was designed.

Each of the 10 studied centers, three schools, and three supervisors responded to these questions.

None of the centers see teacher career development as a continuous process, with clearly described aims and achievement goals. Centers do not seem to have a clear picture of how they may contribute to teacher quality and enhancement of their skills. Instead, the focus is given to inputs such as sufficient salary levels for teachers, comfort at the work-place, and exposure to international practice through study trips. Quality training is not mentioned in the context of teacher professional career development needs. This might suggest that currently the working conditions of teachers are of a public concern and that the conditions of service are seen as a barrier to teachers’ creativity and professional development. It might also suggest a need for a series of visioning sessions for ISTCs to begin a discussion about the purpose of in-service teacher training in the Iraqi context.

As with ISTCs, interviewed supervisors do not discuss teacher career development as a longitudinal process. Supervisors mentioned study conditions, study trips, course materials, and course length as important teacher development needs. One supervisor mentioned knowledge and ability to continuously work on the national curriculum as a professional need for teachers.

However, the interviewed Head Teachers seem to have a clearer picture of what a teacher might need to develop his/her skills at different stages of their career. Courses and practice are mentioned as most important factors for beginner teachers; encouragement to incorporate modern and active teaching methods is underlined as an important aspect of meeting professional needs of teachers. Senior–Junior teacher and community partnerships are mentioned by Head Teachers as crucial factors in creating a teacher career development path.

5 Conclusions

5.1 Introduction

It is tempting to begin this discussion with reference to the seemingly obvious needs of the 10 ISTCs explored in this study, which do not, incidentally, appear to differ markedly from the results of the 2010 study. In all of the information, there is a consistent note of urgency in relation to the weakness of infrastructure and equipment, IT provision, and other materials required for a successful training environment. Nevertheless, it seems much more important to first attend to findings related to the overall model of in-service teacher training pursued by the ISTCs, and to return later to questions of resourcing the model.

5.2 Current Practice

The key elements of how in-service training is currently being provided are as follows:

- Training content is largely, but not exclusively, determined at the center—by the Training and Education Development Institute (TEDI). Although individual ISTCs do provide inputs into the planning of their courses, a strong national agenda exists;
- The content agenda is closely matched to changes being made to the national curriculum and to the associated textbooks;
- Courses are most frequently taught by visiting instructors—drawn from the ranks of university teachers, supervisors, and excellent practitioner school teachers—with the methodological approach being dominated by teacher-centered lecturing to relatively passive groups of up to 35 teachers at a time;
- A common formulation of training courses is built around a 10-day period.

5.3 Weaknesses of the Current Model

Key weaknesses of how in-service teacher training is currently being provided are as follows:

- Supply driven, where training content is largely determined centrally by TEDI or by ISTC, rather than demand-driven, where content is determined by the realities in schools and by teachers' needs.
- Focused on inputs rather than outputs, outcomes, and impact, with little follow-up to determine how effectively the training is improving teacher performance in the classroom and improving student learning.
- Detached from continuous professional development for teachers, with training being viewed as an event rather than a process; it does not appear to be linked to broader issues of continuous professional development for teachers.
- Disconnected from international standards for the stages of typical teacher training sequences (see *Figure 4* below for an example of international standards for stages of training sequence).

Figure 4. International standard for stages of training sequence



In providing the current teacher training courses, only the first two stages of this sequence are followed. The remaining three stages are assumed, with little justification, to occur when the teacher returns to her/his school. Respondents to the assessment instrument found it very difficult to articulate any kind of provision or process that related to the last three stages of the sequence—Practice → Feedback → Support/Mentoring—beyond indicating that these stages were the responsibility of the visiting supervisor. Head Teachers appear not to be aware of the need to put in place support for new and returning teachers. This non-awareness may be indicative of a lack of professional development for Head Teachers themselves, which is essential if schools are to be led with a strong focus on teaching and learning.

5.4 Links to Career Development

In the context described above, where in-service teacher training is described through a set of *inputs*, it is unlikely that serious attention will be paid to the needs of teachers for systematic in-service training linked to their professional development needs throughout their careers. The development of such a *professional development process*, linked to clear outputs and defined roles, is perhaps the first priority in making the in-service system fit the purpose. This was the focus of the visioning exercise, which was held as part of the research process, but will need to be moved

forward with significant government leadership, presumably under TEDI's auspices. It is, however, well recognized that the widespread disruption to schools and teachers over more than 20 years has militated against the development of coherent approaches that are based on best international practice.

Only when a clear model of continuing professional development, both for individual teachers and for whole schools, has been agreed, should the two key issues of (i) infrastructure, and (ii) ISTC staffing, be addressed. A short commentary of these is given in the next two sections.

5.5 Infrastructure, ICT, materials

Some disparity of resourcing exists across the 10 centers studied. Bringing all the centers up to a common standard in relation to environment and resources is clearly a priority, particularly for those with responsibility for the day-to-day delivery of the existing program. However, functional analyses should be conducted so that the centers' purpose is clearly defined.

The following key questions should be asked:

- Is the ISTC be only an administrative unit?
- If "yes," what is the function, if any, of the existing craft facilities within a number of the centers?
- Why should an ISTC have a suite of "training halls," if it is decided to decentralize the training activities to centers dispersed through each province (which already occurs quite widely)?

A particular issue relates to providing ICT in the ISTCs. An easy option would simply be to bring the ICT facilities to a general standard across the centers. More appropriate would be a prior attempt to set the ICT needs of the centers in the broader contexts of the following:

- An assessment of the likely use of ICT in the client schools, both primary and secondary, and
- A careful reflection on the potential of ICT to enhance the training programs offered by the ISTCs. .

5.6 ISTC Staffing

As previously documented, the study has shown huge disparities in staffing levels across the ISTCs, which appear to result from a mix of (i) history, and (ii) roles that are not clearly defined. How can a center like Salah ad Din, with seven staff members, offer 353 courses in one year (2012), while Najaf, with 29 members of staff, only manages 54 in the same time period? It is hard to resist the conclusion, supported qualitatively by observations, that many staff members could be tasked with more responsibilities and some may not be a particularly good match for the largely administrative tasks they perform. There are, for example, lengthy periods of each year when no training courses are taking place for them to administer.

5.7 ISTC Finance and Internal Efficiency

The results of this assessment have revealed disparities in cost of training in different centers. Explicit and detailed budget lines for operation of ISTCs and the implementation of training courses have not been established. None of the examined ISTCs have a bank account, and all need to periodically apply for cash at the local Directorate of Education, often resulting in distribution delays. Detailed cost-efficiency of the centers is difficult to examine because of unclear procedures in allocating the budget towards different costs that ISTCs bear annually. There are significant disparities in internal efficiency of the centers, for example, with highly efficient centers delivering more than 3,700 training days annually, while employing seven staff members; and less efficient centers delivering 592 training days annually, while employing 26 staff members.

5.8 Equity

The assessment seemed to find no evidence of inclusive programming. Neither training plans nor training budgets exhibit how equitable access to training is assured and whether incentives are made available for disadvantaged teachers to attend training courses. Lack of data on school performance and student outcome in relation to teacher qualification and teacher performance in various regions in Iraq, makes it difficult to assess equitable access to quality education for students and training for teachers. Analysis of budget allocation and staffing tables' revealed significant disparities among the centers; however, well-defined procedures for staffing and budget allocation have not been identified. This might suggest that procedural, distributional, and horizontal equity in allocation resources are not met.

6 Recommendations

1. It is strongly recommended that the Government of Iraq urgently review their current model of in-service training for school teachers at all levels of the system, particularly for the following dimensions:
 - Set the professional development for teachers in the context of ongoing curriculum reform to make a successful transition from the current model to a more child-centered curriculum.
 - Move from a supply-driven to a demand-led system of in-service professional development for teachers and Head Teachers.
 - Take into account international best practices in teacher professional development and whole school development, and particularly explore mechanisms for supporting schools and teachers through ongoing professional development by applying coaching/mentoring strategies.
 - Set the professional development of teachers within the context of whole-school development and the leadership needed to deliver such development.

2. Within the context described above, review the content of professional development curricula, which are presently so strongly focused on the subject knowledge that is required to teach subjects at different levels of the school:
 - Consider shifting the emphasis more towards teaching and learning methodologies and the development of the pedagogic content knowledge of the teaching force,
 - Have these methodologies and approaches illustrated and practiced during in-service programs and have support mechanisms developed for teachers returning to their schools,
 - Increasingly, allow for responses to urgent priorities, such as enhancing the investigational dimensions of science teaching, or paying attention to early literacy and numeracy needs.
 - Design a national tracking process (e.g., Teacher Information Management System [TIMS]) that documents the career/professional development needs and experiences of every Iraqi teacher.
 - Set up a rigorous process for monitoring and evaluating the full system of school and teacher professional development.
3. After careful review, agree upon and establish a revised ISTC mission that defines the respective roles of (i) the national network of ISTCs, (ii) the supervisory service, and (iii) schools themselves. Then, carry out a proper budgeting exercise to determine the affordability of any proposed plans.
4. When the ISTCs' mission has been clearly formulated and agreed, invest appropriately in their infrastructural development, with particular emphasis on providing information and communication technology (ICT).
5. In particular, for ICT, consider the following:
 - Formulating strategy for promoting ICT for managing ISTC daily workload and communication with client schools and other stakeholders involved in teacher development;
 - Formulating strategy for mainstreaming ICT in learning and teaching and design teacher training courses to enable ICT mainstreaming;
 - Using ICT in delivering training courses for teachers (e.g., using computer-aided learning materials in training the language teachers);
 - Revising staffing patterns for the enhanced learning through ICT;
 - organizing professional development programs in ICT for ISTC staff;
6. Establish explicit budget lines for ISTCs, including administrative, maintenance, operation, program delivery, and equipment costs.
 - Revise training budgets to establish explicit and equitable²⁰ budget lines for training courses.

²⁰ Because regional disparities were observed in the areas of security level, access to courses, and number of teachers subjected to training, it is suggested that inclusive programming be considered, where clear and explicit procedures are provided in detail for allocation of (1) training centers in different provinces, (2) ISTC staff, and (3)

This TASK 2 Analysis Report presents the above six recommendations that are based on the current study. Clearly, it would not be appropriate here to take any further steps towards moving these recommendations forward, because they would first depend on the MOED/GOI making decisions about (i) the recommendations' appropriateness in the Iraqi context and (ii) the mechanisms to be used for a planning process to implement these recommendations.

budget, as well as for prioritization of training courses.

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Appendix B: Summary Report from Visioning Exercise

Making In-service Training Effective

Date: Baghdad, May 27 and 28, 2012

B.1 Context

The context of MAHARAT Project was introduced. Participants were informed on project aim and objectives. Technical approach and the results framework were discussed and explained to participants. A short introduction to the project tasks was given, and relations between project tasks were explained:

- Task 1: Assessment of School Management Practices and Student Outcomes
- Task 2: Assessment of Teacher Training Institutes
- Task 3: Iraq Education Management Capacity Assessment (IEMCA)

The current major study of in-service teacher education in Iraq (MAHARAT Task 2) was introduced in greater detail and the importance of the in-service training centers assessment was emphasized and linked to the 2010 ISTCs assessment and donor (planned) interventions in quality improvements in primary education.

The timely opportunity to create a medium-term teacher development plan was discussed.

B.2 Aim and goals

The visioning exercise was organized with the aim of contributing to the quality improvement of primary education in Iraq. The main goals of the visioning exercise were:

- To establish a new model of teacher development, grounded in the realities of Iraqi primary classrooms/schools, which will consider the needs of the individual teacher, in the context of his/her school(s), throughout her/his professional career;
- To establish a clear link between teacher practice and teacher education in relation to the ongoing curriculum reform;
- To provide a framework within which every primary teacher will become a teacher of initial literacy and numeracy.

B.3 Participants

Participants (18) of the visioning exercise included representatives of:

- Ministry of Education (Curriculum Department, Teacher Education Department) (6 participants),
- Training and Educational Development Institute (2 participants),
- Pre-service Teacher Training Institute (1 participant),

- In-service Training Centers (3 participants),
- Primary school teachers (3 participants),
- School supervisor (1 participant)
- Primary school Head Teachers (2 participants).

B.4 Facilitators

A Senior Education Advisor specializing in teacher professional development and an Education Advisor specializing in school improvement in early primary education led the exercise. The Senior Education Advisor contributed his internationally acquired knowledge and expertise about teacher education models and helped participants to foresee possible benefits and challenges of applying different teacher education models in the Iraqi context. The Education Advisor assisted in facilitating group discussions, ensured focus on early primary education in all discussions, and facilitated case study exercises on teacher training needs.

B.5 Methods and forms of working

The visioning exercise was underpinned by a participative approach. Challenges of the current teacher education system were identified and discussed. Teacher education models were introduced. Emphasis was put on contextualization, where participants were encouraged to identify similarities and differences of the Iraqi system with systems applied worldwide, plan changes, and foresee challenges and benefits. Strong emphasis was put on the need for developing a context-specific teacher professional development model, without simple replicating foreign concepts. Challenges of replication approaches were underlined and studied to make participants aware and sensitive to possible shortcomings of such approaches.

B.6 Theoretical inputs

Three significant “theoretical” inputs were presented:

The importance of teachers. Research evidence (McKinsey, 2007) was presented on the critical importance of recruiting students of high ability into the teaching profession and training these to become highly effective instructors. “The quality of an education system cannot exceed the quality of its teachers” and “Students taught by high-performing teachers from age 8–11 will show, on average, a 53 percentile point difference in achievement from those taught by low-performing teachers.”

Effectiveness of training. Evidence relating to the effectiveness, or otherwise, of training methodologies was presented (Michigan State University, 2001; Joyce & Showers, 1998). Conclusion was stressed that unless the full training sequence [Theory > Demonstration > Practice > Feedback > Support/Coaching] is carried through, with emphasis on support/coaching at the classroom level, it is almost certain that changes in teaching practices will not occur.

The myth that *short-term, in-service workshops are an effective device to improve teaching practice* was discussed.

Research conclusions were discussed that:

- Even with extended and intensive support, it was difficult for teachers to change their practices.
- Substantial changes in teaching practice are likely to occur only when teachers have extended, ongoing assistance that is grounded in classroom practice.

Models of training. Teacher Professional Development models used in a number of other countries were first presented and further discussed and explored in detail. The presented models included:

- Pre-service training in the United Kingdom, with a very strong, school-based component;
- In-service training in:
 - **Malawi** [Ministry of Education uses a national network of primary education advisors working out of teacher development centers built in primary schools, with each advisor responsible for around 15 schools];
 - **Pakistan, Tajikistan, East Africa** [Aga Khan Network uses teacher development centers and field-based support teachers to support relatively low-trained primary teachers];
 - **Uzbekistan** [Ministry of Education uses “methodological groups” of teachers in their own schools for school-based training];
 - **China, Japan, Korea** [“Lesson study” models in each school: on the one hand very supportive structures, on the other hand unlikely to generate radically new approaches];
 - **United Kingdom** [All candidates for senior positions in schools have to study for qualifications at the National Centre for School Leadership].

B.7 Literature

International literature was recommended for future reference. Special emphasis was put on the importance of publications from UNESCO/IIEP shaping the current international thinking on the teacher professional development:

- Schwielle, J; Bembele, M. & Schubert, J. (2007) *Global perspectives on teacher learning: improving policy and practice*; Paris: UNESCO/IIEP
- Villegas – Reimers, E. (2007) *Teacher professional development: an international review of the literature*; Paris: UNESCO/IIEP

B.8 Outputs

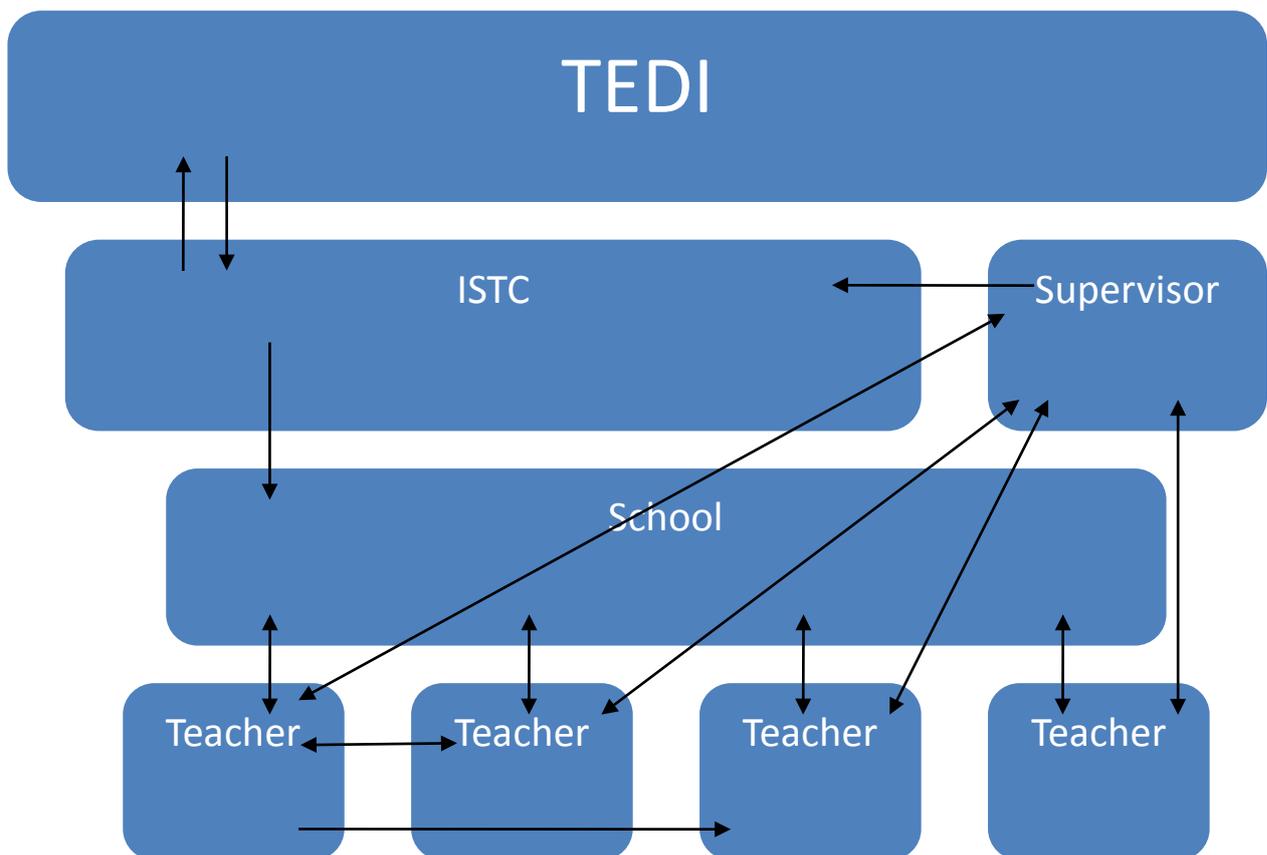
- Discussion on the quality of in-service teacher training was initiated. A unique opportunity to exchange perceptions and views on in-service teacher training between different stakeholders (MOED, TEDI, teachers, directors of ISTCs, inspectors) was created.
- Teachers were given space to present their perspective on the quality of in-service teacher training.
- Discussion on teacher professional development was initiated.

- A short set of policy and practice recommendations covering the professional development needs of teachers throughout their career was concluded.

B.9 Key findings and possible ways forward

The career and professional development of the Iraqi teacher is not well defined. The needs at different stages should be articulated and appropriately matched training programs generated, e.g., for the teacher in her/his first year of teaching, the teacher who is looking for mid-career promotion, etc. Ongoing work on the development of teacher standards is related.

The diagram shows the present relationships between teachers and their support mechanisms, indicating strengths and weaknesses:



Training methodologies are not “joined up” at present. The ISTCs’ present typical priorities come from the “center,” principally relating to revised curricula and textbooks. They pay limited regard to the expressed training needs of the individual teacher, or to messages about priorities articulated by supervisors. The system of supervisors appears robust, certainly at the primary level. Currently, TEDI promotes the role of the supervisors and plans additional input to supervisors’ skills and role.

In order to locate training nearer to the individual school and cluster of schools, a model of “satellite” centers or teacher development centers may be considered. “Satellite” centers would respond to all articulated needs, and work under the supervision of the ISTCs. This would give the existing 20 provincial ISTCs a

supervisory role, rather than an instructional one. It is important to note that in some instances, ISTCs already organize the planned training in schools, which are understood as “satellite” centers. This might suggest that the concept of “satellite” centers is emerging, and could be built on and scaled up.

Creation of “school development teams” for each school might be considered. “School development teams” would be responsible for the oversight of professional development, both for individuals and for the whole school. Research shows that the focus of significant change in learning has to be the individual classroom.

It has been recognized by the Government that there are huge infrastructural and equipment needs in the whole education system in Iraq. Investments in both areas are critical; however, research findings underline that simple physical/infrastructural inputs do not generate rooted changes in teaching practice.

Appendix C: Research Instruments

Task 2: Research Probes for In-service Teachers Centers [ISTC]

(قسم الإعداد والتدريب التربوي)

مشروع مهارات: المهمة رقم 2 : بحوث حول

ISTC Research Instrument

الأداة الخاصة بأجراء البحث حول (مركز التدريب

Topic 1: Links between the centres and their client schools

الموضوع رقم 1: الصلات بين الأقسام والمدارس ذات العلاقة بها.

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>For ISTC</p> <p>بالنسبة إلى (قسم الأعداد والتدريب التربوي)</p> <p>1. How do you normally communicate with the schools in your constituency? كيف تتواصل عادة مع المدارس ضمن الدائرة الخاصة بك؟</p> <p>2. Do ISTC staff visit schools? If so, with what regularity? If they occur, what are the purposes of such visits? هل يقوم كادر (قسم الأعداد والتدريب التربوي) بأجراء زيارات للمدارس, وإذا حصلت مثل هذه الزيارات فما هو السبب وراء هذه الزيارات؟</p> <p>3. Do you have schools with which you have regular links/partnerships? هل لديك روابط أو صلات اعتيادية أو شراكات مع بعض المدارس</p> <p>4. Describe one such partnership. أشرح واحدة هذه الشراكات</p> <p>5. Do your links with schools help you in designing your training programs? If so, how? [Cross reference to Topic 4] هل تقوم المدارس بمساعدتك في تصميم البرامج التدريبية؟ إذا كان الجواب نعم, كيف ذلك؟ ضع إشارة</p> <p>6. Do schools themselves identify their training needs and communicate these to you? Please give examples of how this works, هل المدارس بعينها تقوم بتشخيص احتياجاتها من التدريب ثم تقوم بإيصال تلك الاحتياجات إلى مركز التدريب أثناء الخدمة؟ الرجاء إعطاء مثال حول ذلك؟</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)</p>	<p>Summary of responses to Q1 – Q6</p> <p>ملخص للإجابات المتعلقة للإسالة من 1 إلى 6</p>

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>For Schools [One primary, one secondary] للمدارس (مدرسة ابتدائية واحدة , واحدة متوسطة)</p> <p>1. How do you normally communicate with your provincial ISTC? كيف تتواصل عادة مع (قسم الأعداد والتدريب التربوي) على مستوى المحافظة؟</p> <p>2. Do ISTC staff visit your school? If so, with what regularity? If they occur, what are the purposes of such visits? هل يقوم كادر (قسم الأعداد والتدريب التربوي) بزيارة مدرستك؟ إذا كان الجواب نعم, ماهي الفترات؟ وإذا حصلت الزيارات, ماهو الهدف من الزيارات؟</p> <p>3. Would you say that you have a regular link/partnership with the ISTC? هل تقول لي بأن لديك صلات أو شراكة مع (أقسام الأعداد والتدريب التربوي)؟</p> <p>4. If yes, describe how the partnership works. إذا كان الجواب نعم, أشرح كيف تكون هذه الشراكة فاعلة.</p> <p>5. Do you identify your school's training needs and communicate these to the ISTC? Please give examples of how this works. هل تقوم بتشخيص الاحتياجات التدريبية لمدرستك ثم تقوم بإيصال تلك الاحتياجات إلى (قسم الأعداد والتدريب التربوي)؟ الرجاء إعطاء مثال حول ذلك؟</p> <p>6. Do you find that the ISTC does teach courses which respond to the training needs you have described to them? هل ترى إن (قسم الأعداد والتدريب التربوي) يقوم بتقديم دورات تدريبية تلبي نفس الاحتياجات التدريبية التي قمت بشرحها لهم؟</p> <p>7. Do you find that the ISTC does teach courses which respond to the training needs of your teachers? هل ترى إن (قسم الأعداد والتدريب التربوي) يقوم بتقديم دورات تدريبية تلبي الاحتياجات التدريبية لمعلميك؟</p> <p>8. Do your teachers see participation in a course as voluntary or mandatory? What factors make teachers wish/not wish to attend training courses? Is there any difference between the responses of female and male teachers? هل يرى المعلمون أن الاشتراك بالدورة التدريبية هو عمل تطوعي أم عمل إجباري ماهي العوامل التي تجعل من المعلم يرغب / أو لا يرغب الاشتراك بالدورات التدريبية هل هناك فرق بين المعلمات والمعلمين من ناحية الاستجابة لهذه الدورات؟</p>	<p>Semi-structured interview with school head teacher, and possibly teachers [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الأعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية</p>	<p>Summary of responses to Q1 – Q8 ملخص للإجابات المتعلقة بالأسئلة من 1 إلى 8</p>

الموضوع رقم 2 : البنى التحتية و التجهيزات الخاصة بالأقسام Topic 2: Infrastructure and equipment of centres
Infrastructure and equipment status of ten centres will be documented on the basis of an institutional snapshot and photographic documentation

حالة البنى التحتية والتجهيزات والخاصة بمراكز التدريب العشرة سوف يتم توثيقها على أساس التوثيق التحريري والتوثيق المدعوم بالصور ا

(a) For centers in Anbar and Babil

الى المراكز في الانبار وبابل

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
1. Did you observe any changes in performance of the Center after it was renovated? هل لاحظت أي تغيير في أداء المركز بعد إجراء الترميمات؟	Open-ended interview with ISTC Director to identify changes in center performance resulting from renovation. Focus particularly on IT use, perhaps discussing with IT specialist [First choice – recording; Second choice – written notes]	Summary of findings (i) general, (ii) IT ملخص للنتائج نتائج عامة
2. Describe changes in performance of the Center resulting from renovation of the building and equipment. وضح ماهي التغييرات التي طرأت على أداء المركز . والناتجة من ترميم البناية وإعادة شراء بعض المعدات.	مقابلات تنطوي على أسئلة ذات إجابات ذات نهايات مفتوحة مع مدير قسم التدريب والتطوير	نتائج حول استخدام تقنية المعلومات
3. How has IT equipment contributed to the changes in performance of the Center? كيف ساهمت أجهزة تقنية المعلومات في أحداث التغييرات في أداء المراكز؟	التطوير التربوي يتم من خلالها تشخيص التغييرات الحاصلة في أداء المراكز نتيجة لعملية الترميم. يتم التركيز وبشكل خاص على استخدام تقنية الحاسوب أو ربما مناقشة مع المختص ب تقنية الحاسوب(الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)	

(b) All other centers

كل المراكز المتبقية

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
1. Please describe the status of infrastructure of the Center. الرجاء وصف حالة البنى التحتية للمركز.	Record briefly, in words and pictures, general impression of infrastructure and equipment status [First choice – recording; Second choice – written notes]	Brief impression summary + photograph ملخص + صورة انطباع أولي
2. Please describe the status of equipment used in the Center. الرجاء وصف حالة المعدات المستخدمة في المركز.	قم بتسجيل وباختصار بالكلمات والصورة انطباعك العام عن حالة البنى التحتية وحالة المعدات الموجودة. (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)	Record briefly, in words and pictures, general impression of infrastructure and equipment status [Institutional snapshot] قم بتسجيل وبصورة مختصرة بالكلمات والصور الانطباع العام حول وضع البنى التحتية والمعدات. (نظرة سريعة)

الموضوع رقم 3 : توفر تقنية المعلومات بالنسبة ل (1) الإدارة وحفظ السجلات , (11) تعليم المعلمين (11) تقنية المعلومات

An assessment of IT capacity was made in the 2010 study of ten ISTCs.

لقد تم إجراء مسح وتقييم حول مدى استخدام تقنية المعلومات عام 2010 ل عشرة أقسام من (قسم الأعداد والتدريب التربوي)

(i) Assessment will be updated in the five institutions in Sample A

(!) سوف يتم تحديث المعلومات في خمسة مؤسسات كما في المثال (أي)

(ii) Assessment will be carried out in the five new institutions in Sample B.

(!!) سوف يتم إجراء نفس التقييم في خمسة مؤسسات جديدة كما في المثال(بي)

A slightly modified version of the instrument used in the 2010 study is presented below and should be used.

يجب استخدام النسخة المقدمة أدناه وهي نسخة معدلة تعديلا طفيفا عن النسخة الأصلية والمتعلقة بالأداة التي تم استخدامها في دراسة عام 2010.

The precise target for the questions will vary. It may be the ISTC Director, or it may be one of her/his staff who has responsibility for IT.

الهدف المحدد من الأسئلة ممكن أن يتفاوت. فقد يكون مدير (قسم الأعداد والتدريب التربوي) أو أحد موظفيه/موظفيها والمسئولين عن تقنية المعلومات.

مصادر تقنية المعلومات والسياسات المتبعة IT resources and policy

Research Questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>1. Does the ISTC have a computer lab? [Yes/No] If 'yes', is the IT lab only for use by the ISTC?</p> <p>هل يمتلك (قسم الأعداد والتدريب التربوي) مختبر للحاسوب؟ (نعم/لا) إذ كان الجواب "نعم" هل يتم استخدام هذا المختبر لاستخدام (قسم الأعداد والتدريب التربوي) فقط؟</p>	<p>Interview with ISTC Director and IT specialist (if any) [Written notes]</p> <p>مقابلة مع مدير مركز التدريب والتطوير التربوي ومع الشخص المسئول عن تقنية الحاسوب (إذا كان موجودا)</p>	<p>As the 12 Q's are almost entirely factual, they can be answered and reported concisely.</p> <p>يتم الإجابة عنها وإرسال تقرير عنها بصورة مختصرة.</p>
<p>2. If 'yes' how many computers are in the lab? How many are working today?</p> <p>إذا كان الجواب "نعم" كم هو عدد الحواسيب في المختبر , كم هو عدد الحواسيب العاملة هذا اليوم</p>	<p>المسئول عن تقنية الحاسوب (إذا كان موجودا)</p>	<p>يتم تدوين الملاحظات تحريريا</p>
<p>3. Who is trained using the computers in the lab? In a typical training course, how much time (in hours) do course members spend working with computers? How are they intended to use them? How do they actually use them?</p> <p>من هم الشخص المدرب الذي يقوم باستخدام الحواسيب في المختبر؟ في الدورات التدريبية الاعتيادية؟ كم من الوقت (في الساعات) يقضي المشتركون في الدورة من الوقت في على الحواسيب وكيف ينوون استخدامها؟ وكيف تستخدمها أنت بالواقع؟</p>	<p>يتم تدوين الملاحظات تحريريا</p>	<p>يتم تدوين الملاحظات تحريريا</p>
<p>4. Who is responsible for the maintenance of the computers</p> <p>من هو الشخص المسئول عن صيانة</p>		

الحواسيب؟

5. How many staff have computers on their desks?
كم هو عدد الأفراد من ضمن الكادر الذين يمتلكون أجهزة حاسوب على مناضدهم؟
6. How many staff use a computer in their daily work?
كم هو عدد الأفراد من ضمن الكادر الذين يستخدمون حواسيب في عملهم اليومي؟
7. What information is kept on the computer? (e.g., budgets, training data, inventory)
ماهي المعلومات التي يتم حفظها في الحاسوب؟
(مثلا , الميزانية , بيانات التدريب, الجرد)؟
8. How many staff have received training in using the computer?
كم هو عدد الأفراد من ضمن الكادر الذين تلقوا تدريبات حول استخدام الحواسيب
9. How many staff still need to be trained in using the computer?
كم هو عدد الأفراد من ضمن الكادر الذين مازالوا بحاجة إلى تدريب حول كيفية استخدام الحاسوب؟
10. Are computers available for trainers to use during course delivery? [Yes/No]
هل الحواسيب متوفرة للمدربين أثناء إجراء الدورات التدريبية؟ (نعم/لا)
11. Are training materials produced on the computers? [Yes/No]
هل يتم أعداد المواد التدريبية باستخدام الحاسوب؟ (نعم / لا)
12. Is the ISTC linked to the internet? [Yes/No]
هل تم ربط (قسم الأعداد والتدريب التربوي) بالشبكة الدولية – الانترنت؟ (نعم / لا)

Research Questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
1. How do you identify priorities for future courses? كيف تقوم بتحديد أولوياتك بخصوص الدورات التدريبية المستقبلية؟	Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]	Summary of responses to Q1 – Q6 ملخص حول الإجابات المتعلقة بالأسئلة من 1 إلى 6
2. When is your draft Training Plan submitted to TEDI. When is it returned to the centre? متى قمت بتسليم خطة التدريب الخاصة بك إلى (معهد التدريب والتطوير التربوي) ومتى عادت إليك؟	مقابلة تحتوي على أسئلة ذات إجابات مع مدير مركز متعددة التدريب والتربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)	
3. What kind of changes does TEDI make? ما هي التغييرات التي يحدثها (معهد التدريب والتطوير التربوي) على خطة التدريب؟		
4. Do you have any opportunity to discuss these changes? هل تتوفر لديك الفرصة لمناقشة هذه التغييرات؟		
5. Who then writes the course content? إذا من هو الشخص الذي يقوم بكتابة محتويات الدورة التدريبية؟		
6. Do you deliver any courses during the year which are not listed on the TEDI annual training plan? Please give one or two examples. هل قمت بإعطاء أية دورة تدريبية خلال السنة والتي لم تكن موضوعة ضمن الخطة التدريبية السنوية ل (معهد التدريب والتطوير التربوي)؟ الرجاء إعطاء مثالين		
7. Do training plans explicitly indicate which trainers are to be used for each training course? هل تضمنت خطط التدريب وبشكل واضح من من المدربين يقوم بتأدية تدريب معين؟		

الموضوع رقم 5 الدورات التدريبية المثبتة
Topic 5: Actual training courses mounted in a school year
للسنة الدراسية

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
1. Do you have a training timetable? [Researcher to collect] هل لديك جدول زمني للتدريبات (على الباحث أن يحصل على الجدول)	Collect hard copy or take photograph of relevant pages قم بجمع النسخ المطبوعة أو ألتقط صورة للنسخ المعنية من التدريب	Hard copies or photos نسخ مطبوعة من الصور
2. Please give an example of the courses delivered in your busiest training month of the year. Please complete the table below. الرجاء إعطاء مثال لدورات تدريبية تم إعطاءها خلال أكثر الشهور ازدحاما بالدورات التدريبية خلال السنة. الرجاء أكمل الجدول أدناه	Leave framework for Q2 and Q3 on Day 1 of visit, to be collected on Day 2 أترك أطار عمل للسؤال رقم 2 والسؤال 3 في اليوم الأول من الزيارة ويتم جمعها في اليوم الثاني	Completed tables for Q2 and Q3 الجداول التي تم تعبئتها للأسئلة رقم 2 ورقم 3
3. Could we have a copy of last year's report to TEDI? هل بإمكاننا الحصول على نسخة من التقرير المرسل الى (معهد التدريب والتطوير التربوي) في العام الماضي؟ ربما يمكن الحصول عليها من (معهد التدريب والتطوير التربوي).		
4. How are your courses evaluated? Who evaluates them? كيف يتم تقييم الدورات ومن الذي يقوم بتقييمها؟		
5. Do you systematically collect feedback from schools on the effectiveness of your training programs? هل تقوم عادة وبشكل منتظم بجمع أي تغذية رجعية من المدارس حول مدى تأثير برامجك التدريبية؟	Collect examples of any feedback forms used قم بجمع نماذج من الاستمارات المستخدمة والتي تحتوي على تغذية راجعة.	Feedback forms if available نماذج تحتوي على تغذية في حال توفرها.

يرجى أكمل الجدول: Table for completion:

Title of completed course	Scope and duration	Target population	Numbers enrolled	Course budget	Title of training tutor(s)	Course location
عناوين الدورات للسنة الحالية	نطاق الدورة والمدة الزمنية	نوع الفئة المستهدفة	عدد المسجلين	الميزانية المعدة للتدريب	العناوين الوظيفية للمدربين	موقع التدريب

الموضوع 6 : كوادرات الأقسام : كوادرات الأقسام

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>1. Complete a staffing list using the table below. Do not include external tutors. أكمل تعبئة القائمة الخاصة بالكادرات باستخدام الجدول أدناه لاتقم بإضافة مدرسين خارجيين.</p> <p>2. In addition to your full-time tutors, where do you source your part-time tutors? How many training hours do they deliver on average? How do you identify / select those tutors? بالإضافة إلى المدرسين ذو الدوام الكامل, من أين تحصل على الموظفين ذوي الدوام الجزئي, كمعدل, كم ساعة من التدريب يقدمون؟ كيف تقوم بتحديد واختيار هؤلاء المدرسين؟</p> <p>3. Do you have a data base of part-time tutors, with their skills and experience recorded? هل تمتلك قاعدة بيانات للمعلمين ذوي الدوام الجزئي, مع حقل خاص بخبراتهم وسجل خبراتهم؟</p> <p>4. In the light of the 2010 finding that tutors are poorly paid for their work, do you have strategies for attracting better quality tutors to teach in your center? في ضوء نتائج عام 2010 فإن التدريسيين يستلمون رواتب قليلة مقابل عملهم, هل لديك استراتيجيات لجذب معلمين ذو كفاءة أفضل للتدريس في القسم الخاص بك؟.</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية</p> <p>Quantitative questions (elements of Q1, Q2 and Q3) may need to be presented on Day 1 and collected on Day 2</p> <p>قد تكون الأسئلة العددية (عناصر من الأسئلة رقم 1 ورقم 2 ورقم 3) بحاجة الى تقديم في اليوم الأول ويتم جمعها في اليوم الثاني</p>	<p>Summary of responses to Q1 – Q5 ملخص للإجابات المتعلقة بالأسئلة من 1 إلى 5</p> <p>Completed data sets مجموعة بيانات كاملة</p>

يرجى أكمال الجدول: Table for completion:

Job title العنوان الوظيفي	Full time employee الموظفين ذو الدوام الكامل	Teaching staff الكادرات التعليمي	Non-teaching staff الكادر غير التعليمي	Comments ملاحظا

الموضوع السابع : المالية : Topic 7: Finances

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>1. Please explain the mechanism for operational budget allocations for ISTCs. الرجاء إيضاح آلية تخصيص الميزانية التشغيلية (قسم الإعداد والتدريب التربوي)</p> <p>2. What was your budget allocation for 2011? What were the components of the budget? ما هو مقدار الميزانية المخصصة للعام 2011؟ وما هي أبواب التخصيص؟</p> <p>3. How much of the budget allocation was spent under each category? كم من الأموال المخصصة ضمن الميزانية تم أنفاقه ضمن كل تخصيص؟</p>	<p>Semi-structured interview with ISTC Director or finance officer [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية</p>	<p>Summary of responses to Q1 – Q2 ملخص للإجابات المتعلقة بالأسئلة من 1 إلى 2</p>

موضوع رقم 8: كيف يتم اختيار المعلمين للدورات التدريبية؟
Topic 8: How teachers are selected for courses?

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions to ISTC</p> <p>بالنسبة إلى (قسم الأعداد والتدريب التربوي)</p> <p>1. How are teachers selected for courses? كيف يتم اختيار المعلمين للدورات التدريبية؟</p> <p>2. Can teachers choose whether or not to attend? هل لدى المعلمين حرية الاختيار في الحضور أو الامتناع من الحضور</p> <p>3. What provisions are made, if any, for teachers to attend courses? (e.g. appropriate timing of courses; provision of cover in schools for absent teachers; transportation to/from centers; accommodation) ما هي الاحتياطات التي تم اتخاذها, إذا كانت هناك اية احتياجات للمعلمين بغية حضورهم الدورات التدريبية؟ (على سبيل المثال أيجاد أوقات مناسبة لتدريبات تغطية غيايات المعلمين و النقل من ولى المراكز, السكن)</p> <p>4. What specific provisions, if any, are made for the needs of female teachers who attend courses? ماهي الاحتياطات المحددة إذا كانت هناك أي إجراءات احتياطية لتلبية احتياجات المعلمات اللواتي يشتركن في الدورات التدريبية؟</p> <p>5. Does each advertised course have a description of the content to be covered? هل الإعلانات عن الدورات التدريبية تتضمن وصفا للمواضيع التي سيتم تغطيتها؟</p> <p>6. Does each course description contain details of the target population? هل يتضمن الوصف كل دورة تدريبي ويتضمن تفاصيل وظيفية عن الفئة المستهدفة؟</p> <p>7. Does the ISTC keep records of (i) those teachers invited, (ii) those who actually attend courses? هل تحتفظ (قسم الأعداد والتدريب التربوي) بسجلات عن (1) المعلمون الذين تمت دعوتهم (2)والذين حضروا فعلا إلى التدريبات</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية</p>	<p>Summary of responses to Q1 – Q6 ملخص للإجابات المتعلقة بالأسئلة من 1 إلى 6</p>

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions for schools (one primary and one secondary)</p> <p>للمدارس (مدرسة ابتدائية واحدة , واحدة متوسطة)</p> <p>1. How are teachers selected for courses? How do you advertise the courses in your school? كيف يتم اختيار المعلمين للدورات التدريبية؟ كيف يتم الإعلان عن الدورات في المدرسة.</p> <p>2. Can teachers choose whether or not to attend? هل لدى المعلمين حرية الاختيار في الحضور أو الامتناع من الحضور</p> <p>3. What provisions are made, if any, for teachers to attend courses? (e.g. appropriate timing of courses; provision of cover in schools for absent teachers; transportation to/from centers; accommodation ما هي الاحتياطات التي تم اتخاذها, إذا كانت هناك اية احتياطات للمعلمين بغية حضورهم الدورات التدريبية؟) على سبيل المثال أيجاد أوقات مناسبة لتدريبات تغطية غيايات المعلمين و النقل من ولى المراكز, السكن)</p> <p>4. What specific provisions, if any, are made for the needs of female teachers who attend courses? ماهي الاحتياطات المحددة إذا كانت هناك أي إجراءات احتياطية لتلبية احتياجات المعلمات اللواتي يشتركن في الدورات التدريبية؟</p> <p>5. Does each advertised course have a description of the content to be covered? هل الإعلانات عن الدورات التدريبية تتضمن وصفا للمواضيع التي سيتم تغطيتها؟</p> <p>6. Does each course description contain details of the target population? هل يتضمن الوصف كل دورة تدريبي ويتضمن تفاصيل و الفئة المستهدفة؟</p>	<p>Semi-structured interview with local head teacher (s) as available, minimum of one [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية</p>	<p>Summary of responses to Q1 – Q5</p> <p>ملخص للإجابات المتعلقة بالأسئلة من 1 إلى 5</p>

الموضوع رقم 9: ماذا يحصل للمعلمين بعد عودتهم إلى مدارسهم؟
Topic 9: What happens to the teachers when they return to their schools?

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions to ISTC بالنسبة إلى (قسم الأعداد والتدريب التربوي)</p> <p>1. How does participation in in-service courses count for professional progression? كيف تساهم المشاركة في الدورات التدريبية والتي يقيمها (قسم الأعداد والتدريب التربوي) على مدى التطور المهني؟</p> <p>2. Does participation in in-service courses count for salary enhancement? هل يتم اعتماد المشاركة في الدورات التدريبية التي يعدها مركز لتدريب أثناء الخدمة لإغراض تحسين الراتب؟</p> <p>3. Are there mechanisms in schools – formal or informal – by which teachers can share their new skills? If 'yes', please seek examples. هل هناك أية آلية سواء كانت رسمية أم غير رسمية والتي يتمكن من خلالها أن يشارك المعلمون خبراتهم الجديدة مع بعضهم؟ إذا كان الجواب "نعم"</p> <p>4. How may the returning teachers expect to be given opportunities to practice their newly developed skills? كيف يتوقع من المعلمين العائدين أن يمنحوا الفرصة لتطبيق مهاراتهم المطورة حديثاً؟</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية</p>	<p>Summary of responses to Q1, Q2 and Q4 ملخص للإجابات المتعلقة بالأسئلة رقم 1 ورقم 2 ورقم 4</p>

Research questions أسئلة البحث**Mode of data collection**
طريقة جمع البيانات**Presentation of the data** عرض البيانات**Questions for schools (one primary and one secondary**

للمدارس (مدرسة ابتدائية واحدة , واحدة متوسطة)

1. How does participation in in-service courses count for professional progression?

كيف تساهم المشاركة في الدورات التدريبية والتي يقيمها (قسم الإعداد والتدريب التربوي) على مدى التطور المهني؟

2. Does participation in in-service courses count for salary enhancement?

هل يتم اعتماد المشاركة في الدورات التدريبية التي يعدها مركز لتدريب أثناء الخدمة لإغراض تحسين الراتب؟

3. Are there mechanisms in schools – formal or informal – by which teachers can share their new skills? If 'yes', please seek examples.

هل هناك أية آلية سواء كانت رسمية أم غير رسمية والتي يتمكن من خلالها أن يشارك المعلمون خبراتهم الجديدة مع بعضهم؟ إذا كان الجواب "نعم"

4. How may the returning teachers expect to be given opportunities to practice their newly developed skills?

كيف يتوقع من المعلمين العائدين أن يمنحوا الفرصة لتطبيق مهاراتهم المطورة حديثاً؟

5. To what extent are supervisors responsible for assessing changes in the quality of teaching and learning in the schools?

إلى أي مدى يكون المشرفون مسئولون عن تقييم أي تغير في نوعية التدريس والتعلم في المدارس؟

Semi-structured interview with local head teacher (s) as available, minimum of one [First choice – recording; Second choice – written notes]

مقابلات تنطوي على أسئلة ذات إجابات شبه متعددة مع مدير أو مدراء المدرسة إذا أمكن ذلك أو على الأقل واحد (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)

Summary of responses to Q1- Q5

ملخص للإجابات المتعلقة بالأسئلة من رقم 1 إلى رقم 5

Research questions أسئلة البحث	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions for school supervisors</p> <p>أسئلة إلى مشرفي المدارس</p> <p>1. Are there mechanisms in schools – formal or informal – by which teachers can share their new skills? If 'yes', please give examples.</p> <p>هل هناك أية آلية سواء كانت رسمية أم غير رسمية والتي يتمكن من خلالها أن يشارك المعلمون خبراتهم الجديدة مع بعضهم؟ إذا كان الجواب "نعم" أعط مثال</p> <p>2. How may the returning teachers expect to be given opportunities to practice their newly developed skills?</p> <p>كيف يتوقع من المعلمين العائدين أن يمنحوا الفرصة لتطبيق مهاراتهم المطورة حديثاً؟</p> <p>3. To what extent are supervisors responsible for assessing changes in the quality of teaching and learning in the schools?</p> <p>إلى أي مدى يكون المشرفون مسئولون عن تقييم أي تغيير في نوعية التدريس والتعلم في المدارس؟</p>	<p>Semi-structured interview with local head teacher (s) as available, minimum of one [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات شبه متعددة مع مدير أو مدراء المدرسة إذا أمكن ذلك أو علي الأقل واحد (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)</p>	<p>Summary of responses to Q1 – Q3</p> <p>ملخص للإجابات المتعلقة بالأسئلة من رقم 1 إلى رقم 3</p>

Topic 10: Teaching/learning styles used in ISTCs

الموضوع رقم 10: الأساليب المستخدمة للتعليم والتعلم في أقسام الأعداد والتدريب التربوي

قائمة مؤشرة خاصة ب مشاهدة التدريب Training Observation Checklist

Observe a minimum of two training sessions and complete observation schedule

قم بمشاهدة دورتين تدريبيتين على الأقل و قم بتعبئة برنامج المشاهدة

Submit completed observation schedules

قم بتقديم البرامج الزمنية لأجراء المشاهدة

Center Name: أسم المركز

Date: التاريخ

Course Title and Scope: مجالاتها وعنوان الدورة و

Length of Course: الفترة الزمنية للدورة

Daily Hours of Work: عدد ساعات العمل اليومية

Course Population –

- i. Numbers: الأعداد
- ii. Teaching posts in schools: العناوين التدريسية في المدارس

Course Tutor(s) – مدرسو الدورات

- i. Full-time/Part-time: دوام كامل / دوام جزئي
- ii. Professional background: الخلفية الوظيفية

Course Plan day by Day: Available/Not available [Please collect copy if available]

Instructional materials available, in whatever form:

Use of IT, if any: استخدام تقنية المعلومات, إذا كانت هناك إي استخدام

Rapid Picture of Teaching/Learning Approach: صورة سريعة عن طريقة التعليم/ التعلم

During a 30 minute period, tick which of these activities occur in each five minute interval. You may, of course, use more than one box in a given five minute time interval.

خلال فترة 30 دقيقة ضع شارة أمام أي من هذه الفعاليات حال حصولها في خلال أي فاصل مدته خمسة دقائق. باستطاعتك طبعا أن تستخدم أكثر من مربع في الفواصل التي مدتها خمسة دقائق.

النشاط Activity	0-5	5-10	10-15	15-20	20-25	25-30
المدرس Tutor						
1. Tutor talking كلام المدرس						
2. Tutor asks questions المدرس يطرح أسئلة						
3. Tutor gives instructions for different tasks المدرس يعطي تعليمات حول مهام مختلفة						
4. Tutor observes teachers carrying out activity/exercise المدرس						

يلاحظ المعلمين وهم يؤدون نشاطا أو تمرينا.

5. Tutor receives feedback from teachers يستلم المدرس تغذية رجعية من قبل المعلمين

المعلمين Teachers

1. Teachers listening to tutor يصغي المعلمون إلى المحاضر

2. Teachers taking notes يكتب المعلمون ملاحظات

3. Teachers asking questions يطرح المعلمون أسئلة

4. Teachers carrying out individual activities يقوم المعلمون بأداء بعض الفعاليات وبشكل منفرد.

5. Teachers demonstrating a particular technique يظهر المعلمون أسلوبا خاصا

6. Teachers working in groups يعمل المعلمون على شكل مجاميع

7. Teachers reporting back on group or individual activities يقوم المعلمون بكتابة تقارير حول نشاطات المجاميع أو نشاطات مفردة.

الموضوع رقم 11: تطوير المهارات المهنية للمعلمين
Topic 11: Professional career development for teachers

Research questions	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions to ISTC</p> <p>بالنسبة إلى (قسم الأعداد والتدريب التربوي)</p> <p>What are the professional development needs of teachers at different stages of their careers?</p> <p>ماهي متطلبات التطور المهني لدى المعلمين خلال مراحلهم الوظيفية المختلفة؟</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات شبه متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الملاحظات الثانية – ملاحظات تحريرية)</p>	<p>Summary of responses to Q1</p> <p>ملخص للإجابات المتعلقة بالسؤال رقم 1</p>

Research questions	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions for schools (one primary and one secondary)</p> <p>للمدارس (مدرسة ابتدائية واحدة , واحدة متوسطة)</p> <p>What are the professional development needs of teachers at different stages of their careers?</p> <p>ماهي متطلبات التطور المهني لدى المعلمين خلال مراحلهم الوظيفية المختلفة؟</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات شبه متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الملاحظات الثانية – ملاحظات تحريرية)</p>	<p>Summary of responses to Q1</p> <p>ملخص للإجابات المتعلقة بالسؤال رقم 1</p>

Research questions	Mode of data collection طريقة جمع البيانات	Presentation of the data عرض البيانات
<p>Questions for school supervisors</p> <p>أسئلة إلى مشرفي المدارس</p> <p>What are the professional development needs of teachers at different stages of their careers?</p> <p>ماهي متطلبات التطور المهني لدى المعلمين خلال مراحلهم الوظيفية المختلفة؟</p>	<p>Semi-structured interview with ISTC Director or representative [First choice – recording; Second choice – written notes]</p> <p>مقابلات تنطوي على أسئلة ذات إجابات شبه متعددة مع مدير قسم الإعداد والتدريب التربوي أو من يمثله (الاختيار الأول- تسجيل صوتي , الاختيار الثاني – ملاحظات تحريرية)</p>	<p>Summary of responses to Q1</p> <p>ملخص للإجابات المتعلقة بالسؤال رقم 1</p>

Appendix D: Training Card

Training Card

Ministry Of Education
 Directorate General of preparation
 and training
 Training Department

This card is to be transferred with the employee to his new job

Picture

1

Full Name:
 Date of Birth:
 Gender:
 Date of first employment:

General Information:
 Current job title:
 Start date of current position:
 Language:
 Location of the current position:

2

College or Institute who graduated from and any obtained certificates

Certificates	Study area	College or Institute	Year of Graduation	Duration of study in years

Province	District	Sub District	Village

3

Years of service

	Position In							
	School sector			Administration	Educational Supervision	Educational Specialty	Other jobs	Total
	Pre-school	Primary	Secondary					

4

#	Province	Name of the School	Start date	School Location

Training Activity

Training Activities	Duration		Training Location	Score or Rating	Training tutor	Notes
	From	TO				