

QUARTERLY REPORT FOR INnovations in Technology-Assisted Learning for Educational Quality Project (INTALEQ)



A Global Development Alliance Project



Quarter 1 FY 09 Report for the INTLALAQ Project (Oct-Dec 2008)

Prepared and Submitted by Education Development Center, Inc



EXECUTIVE SUMMARY

Major activities this quarter started slightly before the quarter began, in August and September of 2008, as partners signed the INTALEQ Memorandum of Understanding (MOU) and the U.S. Agency for International Development (USAID) finalized its grant agreement with Education Development Center, Inc (EDC). During the quarter the agreement between the Haile Saeed Anam Group (HSA) and EDC was signed and a new partner, the Al Awn Foundation also joined the partnership, signing the INTALEQ MOU at the official INTALEQ launch event in November of 2008 in Sana'a.

The quarter saw the launch of the project technical activities, beginning with the planning and delivery of a digital materials localization materials workshop in Cairo, run by Intel, for the Ministry of Education (MOE) educational technology/curriculum experts who will do the actual localization of the Intel skool.com.sa materials. The localization process got underway in November and December with the selection of additional team members from the MOE curriculum department and the MOE's Education Research and Development Center (ERDC). The Cairo team trained the new team members and spent the last two months of the quarter working to finish localizing 10 Learning Objects per subject (Physics, Chemistry and Math) and 20 learning objects for Biology all of which align to the Yemeni 10th grade curriculum for the second semester. Also in this quarter, EDC experts began to design the teacher and supervisor training program, to assist these educators to effectively use the localized digital content in classrooms with students. Planning also got underway for the actual teacher and supervisor training event, scheduled for late January/early February. Finally, EDC and the MOE began the process of selecting schools to participate in the project, according to some basic criteria agreed to by the partners.

The timeframe for the project is tight and the challenges in quickly identifying suitable skool.com materials might necessitate extending the timeframe of the project slightly in order to accommodate for the delays. This is an issue that will be taken up in the second quarter, depending on how the localization process and the training proceeds in January of 2009.

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ACRONYNS and ABBREVIATIONS

EDC	Education Development Center, Inc.
ERDC	Education Research and Development Center
HSA	Haile Saeed Anam Group
MOE	Ministry of Education
MOU	Memorandum of Understanding
USAID	U.S. Agency for International Development

I. Overview

This report starts slightly before the beginning of the INTALEQ's first quarter (October – December 2008). In August and September of 2008, all partners, including the Yemeni Ministry of Education (MOE), the Haile Saeed Anam Group (HSA), Intel, Curriki, USAID and EDC signed the INTALEQ Memorandum of Understanding (MOU), thus paving the way for the formulation and execution of formal agreement documents between EDC (as the lead implementing partner) and partners offering funding and/or funding plus in-kind contributions (USAID, Al Awn Foundation, HSA and Intel).

Thus, the INTALEQ project got off to a good start in October of 2008, with enthusiastic support from all partners. Much was accomplished during the quarter and several challenges arose as well, as detailed in the body of the report below. This overview presents a brief summary of the highlights that occurred during each month of the quarter. The report is then organized in terms of technical domains—Digital Content Development, Dissemination and Capacity Building and Project Administration—and further details on both accomplishments and challenges are shared in those sections. Finally, the report ends with a section on Results Reporting. In addition to reporting on expected results named in the proposal, we also report on output indicators in this section as well.

October: Major activities in October consisted of working with partners to finalize agreement documents (HSA) and in the case of Al Awn, to do the due diligence review, revise the MOU to include Al Awn and agree upon a budget with Al Awn. In addition, significant technical activities began in October with the planning for the Intel Skool.com Localization Workshop in Cairo.

November: The Intel localization workshop was held in November and work began in earnest on the selection of digital content from Intel's various skool.com programs to adapt to Yemen. The Saudi Arabian skool.com.sa content did not contain enough material at the level of 10th grade math and science in Yemen and this proved a significant challenge to the project. Skool.com materials from the UK and newly developed Egypt sites offered appropriate and viable substitutes although their localization (and in some cases translation) would prove more time consuming. The project launch event was held in November, Al Awn signed the MOU in November and the MOE localization team was expanded from the five members who traveled to Cairo.

December: The expanded localization team held a retreat to train the new team members in the localization process and to work intensively on the localization of selected materials. The team made good progress and most of the selected learning objects were reviewed and localized by the team and sent back to Intel for production. The holidays of Aid El Kebir

and Christmas meant that there were slow downs on both the Yemeni side and the EDC and Intel sides of things in December. EDC began work to develop the teacher and supervisor training program.

II. Progress and Challenges in Programmatic Domains

A. Digital Content Development

The focus for this quarter for the digital content development was on selecting appropriate materials (those aligned with the 10th grade Yemeni curriculum for math and science) to localize, on training MOE experts in the process of localization and then on moving forward with the actual localization.

1. Accomplishments

The bombing of the US Embassy in Sana'a in September and the ensuing security concerns affected the first major project event, which was to be the digital materials localization workshop run by Intel. In the workshop, Yemeni MOE curriculum experts were to be trained by Intel in how to evaluate and localize Learning Objects (digital content from the skool.com.sa site). Intel's security experts would not allow Intel staff, even regional staff, to travel to Sana'a so the workshop was eventually moved to Cairo.

Hence, a major accomplishment of the quarter was the implementation of the digital



EDC Trainer Hala Taher and Yemeni participants in the Digital Materials Localization Workshop in Cairo

materials localization workshop in Cairo from November 6 – 10 (inclusive). Five MOE curriculum experts from the educational technology department in the MOE (Mohammed Abdulghaffar, Husein Alturki, Adel Albaq'a, Sharaf Alkhameri and director of the department Ali Al Haimi) traveled to Cairo accompanied by two EDC staff (Ameen Al Kaderi, Training and Logistics Manager) and Towfick Sufian (EDC Country Representative and INTALEQ Project Field Director) to participate in the workshop. Intel brought two trainers from Ireland (Gerard Smyth, skool.com Asia and Middle East Program Manger and John Harty, Intel Project Manager) and also used two regional experts, one based in Cairo, to conduct the majority of the workshop. EDC employee Hala

Taher (based in Jordan) participated in the workshop as a trainer and translator. She will be helping to design the teacher training workshops on how to use the newly localized Yemeni digital skool.com materials.

The workshop was led by Gerard Smyth and John Harty. Hala Taher, from EDC, led the one day's worth of sessions on the teacher and supervisor training program that will roll out with the materials when they are ready. During the workshop, the group had a few phone conversations with Eileen O'Duffy (Educational Consultant, Intel IT Innovation Centre); received a presentation from Taha Khalifa (World Ahead Manager, Intel Corporation) and from Lubna Kanoni from Intel Morocco, who joined the workshop on the last day. (For a copy of the workshop agenda, see Appendix A.)

Given the challenge (discussed below) of a lack of appropriate digital content from the Saudi Arabian skool.com site, the Yemeni team had the good idea of exploring other Arabized Intel sites (the newly developing Egypt site and the Libyan site) and some English sites as well (UK mainly). This resulted in the identification of learning objects for the 10th grade that would be appropriate to Yemen and gave the team more real life examples to practice the localization process during the course of the workshop.

During the workshop, the team also discussed ways to integrate the learning objects themselves into Yemeni curriculum and reflected on the challenges, teacher support and what it needs to make the project successful. Moreover, the team paid a visit to Intel HQ in Egypt (upon the Yemeni educators' request) and had a good tour and the opportunity to talk with Intel Egypt's education team. The team was also able to see Intel's classmate PC classroom applications and visit a school using the classmate PCs. (For reports on the workshop from both Intel and EDC, see Appendix B.)

The Yemeni MOE team left the workshop with learning objects to work on, a methodology for completing the work and a much better sense of the Intel skool.com sites and learning object structure and content. However, the selection process continued into December, with the MOE group and Intel still trying to identify appropriate learning objects in all four subject areas (math, physics, chemistry and biology). In the end, after exploring various possibilities, Intel suggested that the team target select areas from the curriculum for each subject and target approximately 10 objects per subject. This idea helped to move the selection process along as the team was now only looking for a set number of learning objects and it also minimized the number of learning objects that would need to be translated should the group select from the UK skool.com site. EDC agreed that this would also lead to more targeted evaluation of student learning.

Another accomplishment related to the development of digital content during this quarter was the expansion of the Yemeni MOE localization team. The team was limited to 5 people from the MOE Educational Technology department due to the costs of sending people to Cairo for the localization workshop. By the end of November the Minister agreed with the head of the Educational Technology department to add additional members to the team

from the curriculum department and the ERDC, thus giving the project a broader base within the MOE.

2. Challenges

Security constituted a big challenge to the digital materials localization process. Since Intel could not send staff to Yemen to hold the workshop, it had to be moved to Cairo. This had cost implications for the project; to minimize any financial implications, Intel agreed to give up one of the trips in its budget for its staff to go to Yemen and contribute the savings toward the cost of relocating the workshop to Cairo. EDC also eliminated a planned trip in order to cover the projected costs of the relocation. However, the relocation meant that the number of people to receive training from Intel had to be limited. Whereas in Sana'a, we might have invited 10 – 20 people to participate in the workshop, we could only afford to send five MOE representatives to Cairo, along with two EDC staff people from Yemen.

This challenge was addressed in November when the Minister appointed 8 additional members to the localization team, four from the MOE curriculum department and four from the ERDC. This ensured more “across the board” MOE representation on the team, as the original five members were all from the Educational Technology department.

One issue discovered during the workshop was the lack of a sufficient volume of materials from the Saudi Arabian skool.com site that were at the level of the Yemeni 10th grade science and math curricula. Many materials aligned to lower grades and some to higher grades. Even some of the identified Arabic content (like in Physics) aligned more closely with the first semester of the Yemeni curriculum not the second semester (INTALEQ is starting with the second semester) and this reduced further the amount of immediately usable Arabic content available for the pilot.

However, Intel offered materials from its newly emerging skool.com Egypt site and from its UK skool.com site, the latter of which will need translation into Arabic. Upon returning from Cairo, the Yemeni MOE team liaised with the Intel team to begin to select the content items for the localization process. The back and forth on this took up a good deal of time in both November and December. The team continued to work on localizing the materials already selected.

In general, according to both EDC staff, Intel staff and the MOE, the workshop went very well and was marked by the impressive commitment and dedication of the Yemeni and Intel sides to come up with the best solution to these content challenges for the INTALEQ project.

Nonetheless, the challenges associated with finalizing the digital content could push back the timely implementation of the training activities scheduled for January and early

February. This possibility will be closely watched in January to determine if it will be necessary to rework the project implementation schedule.

B. Dissemination Systems

The first quarter has focused largely on developing the digital content to be disseminated. EDC also began planning with the IT department in the MOE for the set up of the portal. However, work on setting up the dissemination system (i.e. the portal and website) will begin in the next quarter.

1. Accomplishments

In terms of accomplishments, Curriki began the process of translating its platform into Arabic. EDC's Chief Technology Officer met with Jamal Ghaylani of the MOE's IT department in November to discuss setting up links to the Intel skooool.com Yemen website, and to begin the planning process for the MOE portal.

2. Challenges

No significant challenges emerged in this domain during Quarter 1.

C. Capacity Building

1. Accomplishments

The major capacity building activity in this quarter related to training the MOE experts to review the Intel skooool.com materials to determine what things will need to be changed to make the materials appropriate for use in Yemen. This activity is described in more depth above, under section A, as it is so instrumental to the creation of the requisite digital content materials for Yemen.

2. Challenges

Challenges related to capacity building relate to ensuring that the MOE "implementers" of this project, (as the Education Technology experts are fast becoming, along with other members of the localization team), have the capacity to truly promote and facilitate the type of teaching and learning that the project is targeting. While the team is basically strong, we are asking them to adopt a very new approach to teaching and to the integration of technology in the classroom. More and more we are seeing that it is critical for this group to have a keen understanding of what we will be asking teachers to do and to be champions for this sort of change in teaching practices especially in relation to the governorate offices. We have decided to do an intensive training of trainers.

An additional challenge that is anticipated is the execution of the teacher and supervisor training at the end of January 2009. The delay in finalizing the learning objects could adversely affect this training. We do not want to train teachers on objects that are not final and fully functional. In addition to the fact that our core of trainers might need more guided practice in the execution of this very student centered approach to training that the project is advocating, the digital materials might simply not be fully usable by the end of January. If this is the case, we will consider asking partners to extend the length of the agreement document (at no cost) to include the first full semester of the fall 2009 school year in the scope of the project.

D. Project Administration

In August and September of 2008, all partners, including the Yemeni Ministry of Education (MOE), the Haile Saeed Anam Group (HSA), Intel, Curriki, USAID and EDC signed the INTALEQ Memorandum of Understanding (MOU), thus paving the way for the formulation and execution of formal agreement documents between EDC (as the lead implementing partner) and partners offering funding and/funding plus in-kind contributions (USAID, Al Awn Foundation, HSA and Intel).



INTALEQ Launch Ceremony: Invited Guests

1. Accomplishments

The Al Awn Foundation came forward in September to announce that they would like to join the INTALEQ partnership. Once their budget had been worked out and a due diligence review conducted, they were welcomed into the project in November 2008.

Currently, the MOU has been signed by all partners and the agreement document has been signed by two out of the five partners who will either fund project activities through EDC (USAID, HSA and Al Awn) or to whom EDC will give funding to implement project activities (Intel). As Curriki will directly pay for the translation of its platform into Arabic, an agreement document beyond the MOU is not necessary with them. The same is true for the MOE, which is an implementing partner but is not receiving funding under the project.

Partners (in alphabetical order)	INTALEQ MOU Signed	Agreement Document Signed with EDC
Al Awn Foundation	November 22, 2008	Next quarter
Curriki	September 15, 2008	n/a
EDC	September 22, 2008	
HSA	August 31, 2008	November 2, 2008
Intel	September 19, 2009	Next quarter
MOE	September 22, 2008	n/a
USAID	September 23, 2008	September 29. 2008

November saw the formal launch of the project on November 22, 2008. In an event held at the new Ministry of Education offices, attended by the US Ambassador to Yemen, His Excellency Mr. Stephen Seche, and presided over by His Excellency Dr. Abdulsalem Joufi, Minister of Education, the INTALEQ project was presented to MOE partners, other Ministries, donor partners and other NGOs operating in Yemen.



His Excellency Dr. Abdulsalam Al-Joufi, Minister of Education looks on as his Excellency Mr. Stephen A. Seche addresses guests at INTALEQ launch event

The MOE and EDC presented examples of the Intel Learning Objects that are being localized for Yemen and explained the major goals and work of the project. Partner being involved in and supporting the project. Finally, a member of Al Awn’s Board of Directors, Mr. Salem Ben-Mafouse, in addition to its executive director Dr. Adel Bahameed, were in attendance. Al Awn formally signed the MOU at the conclusion of the launch event. (See Appendix C for a copy of the Launch Agenda in English and Arabic; for more photos from the launch event, see Appendix D.) The event also received press coverage.

In December, EDC developed a protocol and draft schedule for the advisory committee meeting, the first of which is previewed for early February. Dr. Towfick Sufian is following up with the MOE to get the advisory committee description and mandate validated by the Minister of Education.

2. Challenges

Challenges in terms of project administration include the volume of work to be accomplished by the limited project staff during this start up phase. This busy pace will continue into January as the training cycle begins. With the signing of the agreement with Al Awn, which we hope will happen in January, there will be funds to hire a part time accountant to assist the training and logistics manager (Ameen Al Kaderi). This should take some of the pressure and workload off of Mr. Al Kaderi.

III. Results Reporting

This section of the report will deal with updating our reporting on achievement of project results. As this is the first quarter of the project, we have no results to report at this time. However, the organization of this section of the report focuses on the major deliverables.

A. Student Assessment

We will use a pre-test, post-test model, with a control group, to look at whether students who use the INALEQ digital materials show increased learning gains over their counterparts who do not use the materials.

Expected Result: Improved student achievement in 10th grade math and science in INTALEQ schools

Target: 60% of students in 10th grade will have improved their scores in math and science after participating in the program.

Results achieved to date: The baseline assessment for students is expected to take place at the beginning of the second semester (mid-February of 2009).

B. Teacher Performance

Regular classroom observation, computer lab usage logs, teacher lesson plans and teacher interviews will assist us to determine the extent to which teachers regularly use the materials in their 10th grade classes and give us information on how well or how effectively the teachers use the materials with their students. Repeated observations will also allow us to monitor teacher improvement over time in terms of effectively using the materials.

Result: Grade 10 math and science teachers in INTALEQ schools employ additional digital materials and active, inquiry-based methods for teaching and assessment in their classrooms.

Target: 70% of teachers regularly use digital learning support materials in the classroom with their students

Results achieved to date: Teacher monitoring will begin at the beginning of the second semester in February of 2009.

C. Digital Library of Materials

This result area focuses on documenting the finalization of the localized Intel materials but is also broader to encompass the inclusion of other materials that the MOE might locate and establish links to or that teachers might create themselves to share online.

Result: The Yemeni MOE has made a solid start on compiling a library of authentically Yemeni digital materials, keyed to the Yemeni curriculum, which can be used by teachers and students.

Target: 10 Physics, 10 Math, 10 Chemistry and 20 Biology Learning Objects from the Intel skool.com sites are fully adapted to the Yemeni context for use in 10th grade classrooms.

Results achieved to date: 10 learning objects in physics, 10 in chemistry, 10 in math and 20 in biology have been identified from the various Intel skool.com sites (UK, Egypt and Saudi Arabia) and are in the final stages of being localized to the Yemeni context. The process has been slower than expected for the reasons described above and we expect the materials to be finalized by the end of February.

D. Ministry of Education Portal

This result will document the creation of the MOE portal and will essentially allow us to determine the level of access and ease of access available to teachers and others in utilizing digital content.

Result: Fully functional portal tailored to Yemeni context and containing basic digital materials and/or links that teachers and students can use

Target: Yemeni MOE portal up and running and used by teachers and students by June of 2009

Results achieved to date: No work this quarter was undertaken on the actual construction of the portal; however planning meetings were held with the MOE's IT Department and they are on board, supportive and see no obstacles from a technological point of view, to setting up the portal.

E. Future Partner Recruitment

We have included this result area as one goal of the partners is to be able to extend the project to other grades and other governorates. In order to be able to do this, it is highly

likely that the project will need to expand its funding base by attracting additional private sector contributors.

Result: Additional partners join the INTALEQ project and provide funding to expand the project's work to other grades and other governorates.

Target: Two additional partners by the end of the first year of the project.

Result achieved to date: the INTALEQ has attracted one additional partner since its beginning on September 29, 2008, namely the Al Awn Foundation. Al Awn is contributing over \$500,000 in cash and in-kind contributions, allowing the project to immediately reach additional governorates than the two in the original proposal. Under Al Awn's funding, INTALEQ will be able to expand to 5 schools in Mukalla and 5 schools in Aden.

In the next quarter, we will try to reestablish a dialogue with the Natco Company. Now that the project is up and running, and has attracted concrete funding from other supporters, we think Natco will be more open to a partnership.

Appendix A

Cairo Workshop Agenda

Audience	Regional Content Experts and high-level decision makers within Local Govt, Yemen; Education management and consultants;
Delivery	Provided by Education Business Manager, Project Manager, World Ahead Manager and Education Consultant Intel Ireland, EBC Training and pedagogy staff
Times & Locations	5-Day Workshop: Thursday 6 th -Monday 10 th November
Objectives	<p>Expected activities to include discussions on educational concepts (Basic Connected Classroom to 1:1 Learning), skool™ overview and in-depth demos on skool™ resources (learning objects, simulations). There will be a focus on curriculum mapping with further discussions on skool/curricula overlap and potential customisations required.</p> <p>a) Examine skool™ as a learning solutions product to enable education for schools in Yemen</p> <p>b) Examine and quantify requirements associated with localisation, curriculum alignment before skool™ is adopted for schools in Yemen</p> <p>c) Discussion on various mediums through which learning objects like skool can be used in a classroom setting and training required for teachers</p> <p>d) Decision on implementation phases</p>

Day 1 Thursday 6 November

08:30 SESSION 1 – The Future Vision for E learning and Education (coffee and introductions)			
09.00	Learning and Teaching Usage Models in the Digital Classroom of the Future	Overview of 5-Day Agenda The eLearning Continuum: Basic Connected Model to 1:1 eLearning environment	Gerard Smyth (skool Asia and Middle East Program Manager, Intel Ireland)
10.00	Intel World Ahead	Overview of Intel World Ahead programme	Taha Khalifa (World Ahead Manager, Intel Corporation)
11:00		Coffee	
11.30	A Future Vision for eLearning and Education	An overview of skool™ content and resources 1:1 Pedagogy models	Gerard Smyth
13.00		Lunch	

SESSION 2 –Curriculum mapping			
14.00	Curriculum mapping	Mapping skooool™ resources to the Yemen curriculum, objectives and guidelines	Eileen O'Duffy Educational Consultant Intel ITIC
14.30		Subject groups breakout session. An initial examination of suitable skooool resources for Yemen Grade 10	
16.00		Coffee	
16.30		Subject experts report initial findings on curriculum mapping Agreement on grade levels to align, skooool content types to adapt;	Gerard Smyth and Eileen O'Duffy to chair
18.30	CLOSE		
Day 2 Friday 7 November			
SESSION 1 Curriculum Mapping			
08.30	Summary of Day 1 and next steps		Gerard Smyth
09.00		Subject groups breakout to finish curriculum mapping	Gerard Smyth and John Harty Project Manager to facilitate
10:30		Coffee	
10.45		Subject groups breakout to finish curriculum mapping	Gerard Smyth and John Harty to facilitate
1:00	CLOSE		
Day 3 Saturday 8 November			
SESSION 1 Curriculum Mapping reports			
09.00	Summary of Day 2 and next steps		John Harty
09.30	Curriculum alignment with skooool content	Subject groups report curriculum mapping results	Yemen MOE experts
11:00		Coffee	
SESSION 2 Localisation and QA			
11.30	Localisation and QA	Localisation and QA - an overview and issues to consider	John Harty Project

			Manager
13.00		Lunch	
SESSION 3 Localisation and QA			
14.00		Subject groups breakout to examine content, identify and note localisation issues	John Harty to facilitate
16.00		Coffee	
16.30		Subject groups breakout to examine content, identify and note localisation issues	John Harty to facilitate
18:30	CLOSE		
Day 4 Sunday 9 November			
SESSION 1 Pedagogy in the classroom			
09.00	Summary of Day 3 and next steps		Gerard Smyth
09.30	E-learning and the classroom	E-learning and the classroom -an overview and practical issues to consider	Mary Burns and Hala Taher EDC
11:00		Coffee	
SESSION 2 Training			
11.30	Training for teachers	An overview of the training plan and design for Yemen teachers	Mary Burns and Hala Taher EDC
13.:00	CLOSE		
Day 5 Monday 10 November			
SESSION 1 Implementation, Roadmaps			
09.00	Summary of workshop to date and next steps		Gerard Smyth and John Harty
10.00		Implementation plan, roadmaps, actions required and next steps	all
11:30		Coffee	
12.00		Implementation plan, roadmaps, actions required and next steps	all
13.30	TBC CLOSE		

Appendix B

Intel and EDC Cairo Workshop Reports

Yemen skool™ Workshop

Audience	MoE Yemen decision-makers, Science & Maths Curriculum & Content Experts and Education management & consultants.
Times & Locations	5-Day Workshop: Thursday 6 th - Monday 10 th November EDC Offices, Maadi, Cairo, Egypt.
Objectives & Activities	<p>Outline Intel’s World Ahead programme and the skool™ Teaching and Learning Technology initiative. Activities included presentations on these topics and related educational and pedagogical concepts (Basic Connected Classroom to 1:1 Learning).</p> <p>Assess skool™ content and resources for suitability “as is” to provide Yemen with an appropriate eLearning environment. Define and quantify requirements on how these resources may be curriculum-aligned, integrated and localized to deliver a relevant and sustainable offering to the Yemeni educational system. This involved in-depth demos on skool™ resources (learning objects, simulations, toolkits, etc), exercises and discussions.</p> <p>Knowledge share on the techniques, methodologies and Quality Assurance processes available to deliver a high-quality, tailored skool™ offering to Yemeni educational system.</p> <p>Assess current practices in the educational system in Yemen and promote consideration and implementation of an overall holistic approach towards a sustainable and meaningful eLearning and Teaching programme for Yemen.</p> <p>EDC facilitated in-depth discussions and activities towards this goal including how best to use the technology in the classroom, initial and ongoing professional development for teachers, etc.</p> <p>Understand current and planned infrastructure and devices to facilitate eLearning environment.</p> <p>Define the implementation phases, roles & responsibilities, deliverables and timelines towards a pilot skool™ Yemen offering for mid-Q1_09 for Grade 10 (second semester).</p>

Attendees:	<p>Mr. Ali Al Haimi – GM of Education Technical & Aids Dept., MoE Yemen Prof. Dr. Towfick Sufian – Vice Rector, Sana’a University, Yemen Mr. Sharaf Khameri – Maths SME, MoE Yemen Mr. Adel Al Bagaa – Physics SME, MoE Yemen Mr. Mohammed Gafer – Chemistry SME, MoE Yemen Mr. Ali Al Hymi – Maths SME, MoE Yemen</p>
Delivery Team:	<p>Mr. Gerard Smyth – skool™ Programme Manager, IPLS, Intel Ireland Mr. Taha Khalifa – World Ahead Director, Intel Egypt Ms. Eileen O’ Duffy – Education Consultant, IPLS, Intel Ireland Mr. John Harty – skool Yemen Project Manager, IPLS, Intel Ireland Ms. Hala Taher – ICT & Technology Advisor, EDC Mr. Ameen Al-Kaderi – Project Management and Translation, EDC Ms. Loubna Kanouni – Business Development Manager, Intel GCC</p>

Daily Progress & Key Points:

Day 1:

- Introductions
- World Ahead Overview
- skool™ Teaching and Learning Technology Overview
- Initial content mapping

Potential challenge identified in mapping to Yemeni Grade 10. It transpired that attendees had not reviewed IPLS content prior to workshop.

Day 2:

- Content Mapping Deep Dive

Challenge identified especially around Chemistry.

Improvement realized in the amount of content available for other subjects.

Content may need to be semester 2 specific – to be explored

Day 3:

- Conclude Content Mapping
- Introduce Localisation concepts, training and exercises

Chemistry issue may be resolved by exploring localising English content available on <http://lgfl.skool.co.uk/keystage4.aspx?id=316>. This content is deemed to be a very good match.

Localisation exercise successful. Further communication may be required for Biology SME; Ali Al Hymi.

Semester 2 specific content will almost certainly be needed i.e. content covered in semester 1 will not be used for the pilot

Day 4:

- ICT in the classroom (EDC)
- Initial and Ongoing Professional Development for Teachers

Very useful and progressive discussions. Delegates showed progressive thinking under the guidance of EDC.

- Visit to Intel Egypt Offices
- Team Building Dinner

Both of these activities were enthusiastically attended and strengthened team cohesiveness.

Day 5:

- Infrastructure & Devices
- Roles & Responsibilities
- Deliverables & Timelines
- Next Steps
- Conclusions

Content challenge may be best address by covering one full section of each subject by localising English skool content @

<http://lgfl.skool.co.uk/keystage4.aspx?id=314> SMEs to confirm suitable content within 10 days.

Project Roles & Responsibilities, Deliverables & Timelines outlined. Next Steps agreed
October – December 2008

<p>OUTPUT: Project Team</p>	<p>Gerard Smyth – Programme Manager, IPLS, Intel Ireland John Harty – Project Management, IPLS, Intel Ireland Eileen O Duffy – Educational Consultant, IPLS, Intel Ireland. Loubna Kanouni – Business Development & Liaison, Intel GCC Prof. Dr. Towfick Sufian – Strategic Advisor, EDC Ameen Al-Kaderi - Project Management and Translation, EDC Hala Taher – ICT & Technology Advisor, EDC Sharaf Khameri – Maths SME, MoE Yemen Adel Al Bagaa – Physics SME, MoE Yemen Mohammed Gafer – Chemistry SME, MoE Yemen Ali Al Hymi – Maths SME, MoE Yemen <u>Additional Duties:</u> Adel Al Bagaa – will act as technical mentor where required Ali Al Hymi – will act as technical mentor where required</p>
<p>OUTPUT: Project Scope & Delivery Timeframe</p>	<ul style="list-style-type: none"> • Develop approximately 40 LOs and an educational website for the skool Yemen pilot. • This will be completed for early February 2009 • The LOs are to cover the following subjects; Maths, Physics, Chemistry and Biology with approximately 10 LOs will be developed per subject area • The LOs will be sequential and will cover one full section of each course.
<p>OUTPUT: Schools & Students</p>	<p>16,000 Schools with 3,000 Secondary Schools in Yemen 5 million students at school (>50% of entire population) All 20 Secondary Schools will be picked in urban areas? 100 Secondary Schools in Sana'a - will pick 5 Taiz - 5 Aden - 5 Mukkalah - 5</p>
<p>OUTPUT: Infrastructure & Devices</p>	<p>Infrastructure: 256KB and 512KB (may be up to 1MB ADSL) will be in place in the 20 pilot schools to be chosen. It is in place in many already and will be facilitated to remainder before Pilot.</p> <p>Devices: Each school to have 25-30 Desktop PCs/CMPCs in a lab situation. Phase 1 should be lab-based fixed PCs only. Minimum of 1 lab per school; some may have more than 1 lab.</p>

Localization Workshop, Cairo, 6-10 November 2008
EDC Session, 9th November

Key Points

1. Implementation Approach:

The Ministry Director of Technology (Ali Al Haimi) with the 4 curriculum supervisors attending the workshop (Math, Biology, Chemistry and Physics) will work with EDC as lead trainers in the implementation of the training programs. The team suggested that similar teams (of governorate level supervisors with content expertise in the target subjects) be formed and trained in Ta'iz, Aden and Mukalla to act as special on-site trainers and to do follow up in the governorates.

In short, they suggested that the project work to build the capacity of the 20 Yemeni Educators (above) to serve as trainers and teacher mentors. While this layer was not included in the project design, it would assist the MOE to assume more rapid ownership of the project and could save money in terms of utilizing local consultants as trainers. It will be taken under consideration and further discussed.

The EDC trainer who attended the workshop in Cairo, Ms. Hala Taher, also suggested that, if possible, we should pair the 20 supervisors with champion teachers; one for example from each school total 20 teachers; these teachers can serve as school based teacher mentors. Since the project is training the math and science teacher in each project school anyway, we are not sure of the value of designating one as a "champion" but again, will explore.

2. Project Stakeholders:

We went through an exercise with the team to identify the project stakeholders, just to make sure we all had a holistic vision of the project, who it would serve and who needed to be involved for success. The team identified school principals, supervisors, local authorities and parents as additional project stakeholders (in addition to teachers and students who are primary stakeholders), whose support will be instrumental to the success of the project.

Their suggestion, which is part of the current training design, is to include the school principals and supervisors in the teacher workshops. A further suggestion was to target field directorate staff and local authorities through awareness workshops/ events. We will try to include these latter stakeholders in any way possible, to make sure they are aware of the project and feel consulted, although they will not receive direct training.

For parents, different strategies can be used including distributing brochures, presenting at the parents' day, etc. The former is an excellent suggestion and we will make sure that the principal of the target schools and the math and science teachers do some sort of presentation on parents' day about the project and how it is using ICTs.

3. Teacher Professional Development

The core team of teachers (math and science teachers who teach 10th grade math and science) will be selected, as soon as possible. The group was asked to suggest criteria for teacher selection, if we have more math and science teachers per school than can be trained. (We doubt this will happen, but it was good to get some input on the teacher profile the MOE group was targeting.) They suggested we need teachers with good ICT and active learning instruction skills; some suggested that we should probably select schools where there are teachers who were trained through other

EDC projects. However, targeted teachers will need rigorous training or rigorous refresher training in the target skills.

The team identified the following as the main areas of focus for the teacher training

- ICT skills with focus on educational tools and skills needed for the project (using new digital materials adapted from Intel, locating new materials)
- Lesson planning for using ICTs in the classroom/lab; designing lessons with a 21st century skills focus
- Student centered teaching strategies around using ICTs, presenting information, facilitating inquiry and research
- Class management in the lab
- Student assessment for projects, portfolios or other non-test based products that will demonstrate student mastery of target math and science content and mastery of other cross cutting skills

Training need to be ongoing with shots of training during the mid-year and summer school vacations. The basic design is to have a training in January and another mid-semester. However, the second training can be broken out into smaller chunks over the course of the semester. The team seemed to favor this approach.

Moreover, the team identified the following as critical components to ensure the project success.

Teacher Support

Teacher support can be both online and face-to-face; online teacher support can utilize online tools such as: group e-mails, forums. Face-to-face can be through school visits, school-based subject teacher community of practice; meetings at the directorate level and ongoing professional development workshops. The creation of the educational portal can facilitate some of these things. Bob Spielvogel will work with the MOE team on planning for the portal when he is here for the launch.

Shared Practices

The team also emphasized the need to document and share teacher practices; and to create a pool of best practices / lesson plans. Again, the portal is intended to be a spot where teachers can post lesson plans, where the project can post video clips (if available) etc. Bob Spielvogel will do a session with the group from the MOE after the launch event to go over the portal aspect of the project.)

Monitoring & Follow-up

There will be a need to develop and create consensus around the tools a supervisor / a school principals/ the project team and teachers can use to assess the project progress / teacher integrated lessons. The workshop for supervisors will address this question, and EDC will share some best practices from other countries, notably Egypt.

4. Challenges

The team identified the following as possible challenges which need to be considered when planning for the project activities.

Economical / Social

- Many teachers are engaged in after school jobs; suitable incentives should be considered; (at this point there is no plan to offer any incentives; teachers are expected to attend trainings and their expenses to do so will be covered (transportation and a meal);
- Most teachers do not have technology or Internet access, although project schools will have this access; however, it must be considered in project expansion;
- ICT Infrastructure in schools can be uneven; again, for the project, schools will meet some minimum criteria; (hopefully the project will demonstrate ways in which schools with different configurations can still utilize what they have successfully);
- Operating costs; (EDC and MOE are working with MoICT on question of free access);
- Social constraints (separate males and boys schools); (project will target an equal if not higher number of girls schools)
- Transportation and distance
- Parents support
- Maintenance systems & effectiveness

Educational Environment

- Big number of students in the classroom
- Inefficient administrative practices (bureaucracy)
- Teacher movements among schools

Teacher Skills

- Teacher both pedagogical and ICT skills will directly affect the project outcomes.
- Teachers need to be confident in integrating new tools in their curriculum; they have to be prepared to deal with any situations such as: electricity and connectivity loss, computer malfunctions, software problems, etc.
- They also need to explore instructions for big size classes, how to ensure student effective learning, how to facilitate student learning, how to promote 21st skills, etc.

5. Sample Lesson plans

During the EDC session each two supervisors worked together to sketch a sample lesson which integrates a learning object.

From both drafts, it was clear that the MOE supervisors have deep understanding and knowledge of active learning instructions; however, they need to explore and try further ICT in education strategies. All of the training will focus on creating these opportunities. When asked about ordinary teachers, they explained that 90% of teachers use traditional teacher-centered teaching methods. Hence they will need help in both designing active learning lessons and integrating ICTs. The training will need to integrate these concepts in the training.

Appendix C

Launch Event Agenda and Press Release

**INnovations in Technology-Assisted Learning for Educational Quality
INTALEQ Project**

Attendees	H.E. Dr. Abdulsalem Al Joufi, Minister of Education and H.E. Mr. Stephen A. Seche, US Ambassador to Yemen; honoured guests from the Ministries of Education and Information and Communication, USAID, donor agencies and the Yemeni private sector.
Time & Location	½ Day Launch Event and Orientation: 9:30 – 11:30, Saturday, November, 22, 2008, Ministry of Education, 4 th Floor, Marib Street, Sana'a, Yemen.
Objectives	To introduce this pioneering public/private partnership initiative to the Yemeni public and orient project stakeholders and others concerned to the goals and work of the project.

09:30	Registration		
10:00	Opening	Recitation of some verses from the Holy Qur'an	Designated attendee
10:05	Welcoming Remarks and Introduction of Project	Introduction of INTALEQ project—goals, objectives, methods, duration, partners and role in helping Yemen meet the goals of its ICT in Education Plan and Secondary Education Strategy	Mr. Jamil Al Khalidi, Deputy Minister for Curriculum and Inspection, MOE Mr. Ali Al Haimi, Director General of Educational Aids & Education Technology, MOE
10:15	Demonstration/PowerPoint	Demonstration of digital material “learning object” from Intel’s skool.com.sa program and a description on how objects such as this one will be “localized” for Yemen and made ready to be used by 10 th grade math and science students in Yemen Description of portal/dissemination system that INTALEQ will build with the MOE for education stakeholders, especially teachers and students, to access digital materials, including the Intel materials that have been adapted to Yemen.	Mr. Mohamed Abdulghaffar, Chemistry Supervisor, Education Technology Unit, MOE Dr. Robert Spielvogel, Director, Division of Applied Research and Innovation and Chief Technology Officer, Education Development

		Description of training to support usage of digital materials and portal.	Center, Inc.
10:30	Partner Comments	Remarks from partners on why they decided to support the INTALEQ project and what they hope to see from it. Signing of MOU with Al Awn Foundation	Mr. Shawki Ahmed Hayel Dy. Managing Director Susan Ayari, Senior Education Advisory, USAID Helen Boyle, Director, Middle East and North Africa Programs, EDC Intel and Curriki Adel Bahameed, Executive Director of Al Awn Foundation
10.45	Remarks, H.E. US Ambassador to Yemen		H.E. Mr. Stephen A. Seche
10.55	Remarks, H.E. Minister of Education		H.E. Dr. Abdulsalem Al Joufi
11.05	Closing	Final thanks an invitation for attendees to partake of refreshments	Mr. Ali Al Haimi, Director General of Educational Aids & Education Technology, MOE
11:10		Refreshments and Informal Discussion	

INnovations in Technology-Assisted Learning for Educational Quality INTALEQ Project

الحضور	معالي وزير التربية والتعليم الأستاذ الدكتور /عبد السلام الجوفي , والسيد ستيفن سش سفير الولايات المتحدة في اليمن، وضيفوف الشرف من و وزارة التربية والتعليم ، وزارة الإعلام ، وزارة الاتصالات وتقنية المعلومات ، ومن الوكالة الأمريكية للتنمية الدولية ، والمنظمات المانحة في اليمن، والقطاع الخاص في اليمن
التاريخ والمكان	السبت الموافق 22 نوفمبر 2008 – من 9 صباحا حتى 11:30 ظهرا – مبنى وزارة التربية والتعليم – الدور الرابع – شارع مأرب
الهدف	تقديم هذه المبادرة الرائدة في شراكة القطاع الخاص والعام أهداف وعمل المشروع إلى الجمهور المساهمين في اليمن

التسجيل	09:30
الافتتاح	10:00
كلمة ترحيب وتقديم المشروع	10:05
عرض توضيحي	10:15
مداخلات الشركاء	10:30

احد الحاضرين	تلاوة آيات من القرآن الكريم
الأستاذ/ جميل الخالدي: وكيل وزارة لتربية والتعليم لقطاع المناهج. الأستاذ/ علي الحيمي مدير عام الوسائل وتقنية التعليم بالوزارة	تقديم لمشروع انطلق – الأهداف – المدة- طرق التنفيذ- دور الشركاء في مساعدة اليمن في تحقيق أهداف البرنامج الوطني لدمج تقنية المعلومات والاتصال في التعليم، وفي تحقيق أهداف الإستراتيجية الوطنية للتعليم الثانوي
الأستاذ محمد عبد الغفار : مشرف مادة الكيمياء في الإدارة العامة للوسائل بوزارة التربية والتعليم. دكتور / روبرت سبيل فوجل مدير وحدة البحوث التطبيقية والإبداع :ورئيس ق قسم تقنية المعلومات والاتصال – مركز التطوير التربوي EDC	عرض لمواضيع تعليمية من برنامج " سكول " المطور من قبل إنتل ، وشرح الطريقة التي سيتم يمنة بحيث تصبح مناسبة للاستخدام لطلاب الصف العاشر في مادتي العلوم والرياضيات شرح حول نظام البوابة الالكترونية التي سينشئها مشروع انطلق في النشر للمهتمين في التعليم ، وخصوصا المعلمين والطلاب ، من اجل الحصول على مواد إنتل الرقمية وخصوصا التي تم تكييفها لصالح المنهج اليمني . شرح حول التدريب على استخدام المواد الرقمية و البوابة التعليمية
الأستاذ/ شوقي احمد هائل سعيد : نائب مدي عام الإدارة الصناعية – مجموعة هايل سعيد انعم. السيدة /سوزان آياري - خبير التعليم بالوكالة الأمريكية للتنمية الدولية. دكتور هيلن بويل / مدير برامج الشرق الأوسط شرق وشمال إفريقيا – مركز التطوير التربوي دكتور / عادل باحميد المدير التنفيذي – مؤسسة العون للتنمية	مداخلات الشركاء في المشروع لماذا قرروا مساندة مشروع انطلق؟ ماذا يأملون أن يخرج به المشروع ؟ توقيع الاتفاقية مع مؤسسة العون للتنمية

شركة إنتل	شركة كروكي		
السيد ستيفن سش : السفير الأمريكي في اليمن		كلمة السفارة الأمريكية	10.45
الأستاذ الدكتور / عبد السلام الجوفي : وزير التربية والتعليم في اليمن		كلمة وزارة التربية والتعليم	10.55
الأستاذ / علي الجيمي مدير عام الوسائل وتقنية التعليم بالوزارة		كلمة شكر للضيوف على حضورهم ودعوتهم إلى استراحة اليوفيه	11.05

Appendix D

Photos from INTALEQ Launch Event



1. His Excellency Dr. Abdulsalem Al Joufi, Minister of Education and Dr. Adel Bahameed, Executive Director, Al Awn Foundation after Al Awn signed the INTALEQ MOU; Susan Ayari (USAID), Helen Boyle (EDC) and Salem Al Mahfouz (Board of Directors, Al Awn) look on.



2. Dr. Robert Spielvogel, Chief Technology Officer for EDC, presents INTALEQ project elements to invited guests.



3. Ms. Susan Ayari, Senior Education Advisor, USAID, addresses distinguished guests at INTALEQ Launch Event.



4. His Excellency Dr. Abdulsalem Al Joufi addresses distinguished guests at INTALEQ Launch Event, as His Excellency US Ambassador to Yemen, Mr. Stephen A. Seche looks on.



5. Dr. Adel Bahameed, Executive Director of the Al Awn Foundation signs the INTALEQ MOU as the Minister of Education, Dr. Abdulsalem Al Joufi, Mr. Salem Mahfouz, Board Member of Al Awn, Dr. Helen Boyle, EDC, and Ms. Susan Ayari (USAID) look on.