

Aanaab Showcase

Furthering Teacher Professional Development
in Saudi Arabia and the MENA Region



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Conclusions and recommendations from HundrED reports represent the author’s own views.

This is an interactive document.

Executive Summary

Together with our innovators, HundrED has embarked upon a process to better understand the impact of an innovation in bringing change to education. To achieve this, we have created the **HundrED Showcase**, a formative impact evaluation approach that provides an in-depth examination of an innovation's impact from the users' perspective. The Showcase facilitates a data-driven exploration into the relationship between the innovation and its intended impact.

In this Showcase, we focus on the work of **Aanaab**, and explore how Aanaab's teacher professional development is positively impacting teachers and how they see this impact affecting their students. We aim to highlight the critical work being undertaken by Aanaab to address the challenge of the professional development gap for teachers, especially in Saudi Arabia and the Middle East and North African (MENA) region more widely.

According to the participants, Aanaab effectively:

- meets the needs of teachers.
- allows teachers to find courses that are relevant, challenging, and tailored to their specific requirements.
- provides diverse and high quality courses
- hires trainers who demonstrate extensive knowledge in their respective fields
- plays a significant role in developing teachers' confidence and skills, covering areas such as lesson planning, classroom management, technology integration, and differentiated learning.
- provides courses that form an integral part of holistic teacher professional development programmes implemented in schools.

Recommendations are given at the end of this report, including recommendations for sustained customer support, diversification of course offerings, increased financing, and the incorporation of gamification into the platform and curriculum, making the learning process more engaging. We also make recommendations for Aanaab and other innovators about the use and development of impact assessments, including approaches that centre the experiences of the users and beneficiaries.



Crystal Green

RESEARCH DIRECTOR
HUNDRED



Introduction

The world is full of hardworking specialists who are driving innovative, impactful, effective and scalable approaches to education. Our goal at HundrED is to give them the recognition and visibility they deserve. We believe that through identifying, amplifying, and facilitating the implementation of K12 education innovations we can support the transformation of our global education systems and equip students with the skills to thrive as global citizens.

Together with our innovators, we have embarked on a process of supporting innovations in developing new methods for exploring and understanding the change their innovation brings in education. To achieve this, we have created the **HundrED Showcase**, a formative impact evaluation approach that provides an in-depth examination of an innovation's impact from the users' perspective. The Showcase facilitates a data-driven exploration into the relationship between the innovation and its intended impact.

Our objective is to amplify the positive impacts of innovations selected to HundrED Collections.

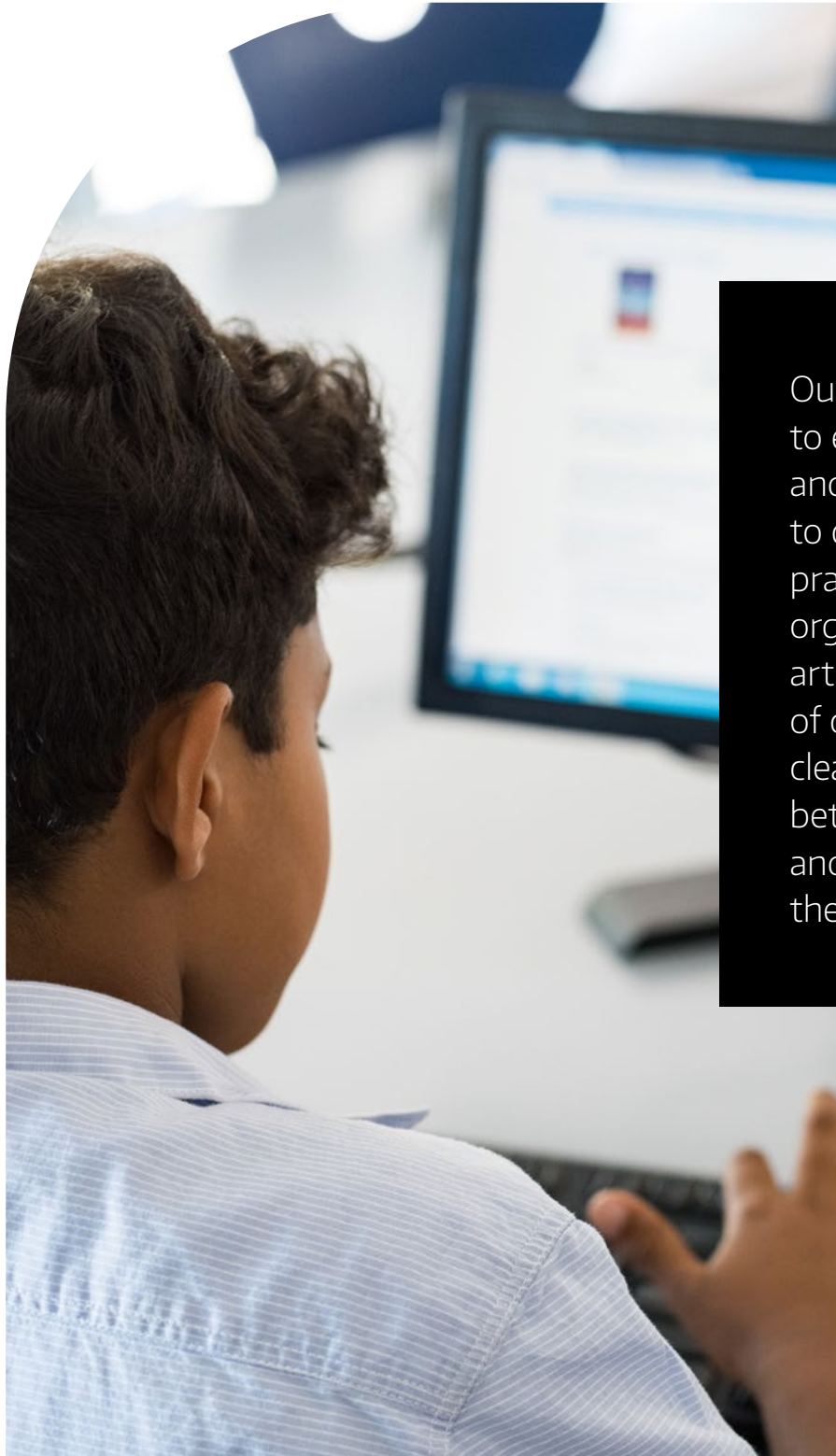
Who can have a HundrED Showcase?

The HundrED Showcase is only available to innovators who have been validated and selected to the HundrED Global Collection or a HundrED Spotlight Collection.

How are innovations selected into HundrED Collections?

Innovations are selected for HundrED Spotlight and Global Collections through an extensive, multi-stakeholder crowdsourced review process, in collaboration with the HundrED Academy and HundrED Advisory Boards. Reviewers are experts, educators, and thought leaders who provide valuable insights, expertise, and guidance in the selection and evaluation of innovative education practices for HundrED Collections. The selection team looks for ideas that are impactful, scalable, and have the potential to transform education. Innovations are evaluated based on their proven effectiveness, sustainability, and alignment with the goals of improving learning outcomes for all students. Once selected, our aim at HundrED is to recognise, celebrate, share and amplify the good work these innovations are doing globally.

Learn more at <https://hundred.org/en/research>



Our ultimate goal is to empower Aanaab and other innovators to develop tools and practices within their organisations to articulate their theory of change and establish clear connections between their activities and the broader work they undertake.

This Showcase explores the experiences of teachers and school leaders with Aanaab, an innovation delivering solutions to support teacher professional development across Saudi Arabia and the Middle East and North African (MENA) region. The Showcase offers a broad overview of how the innovation contributes to the impact Aanaab is working to achieve. Our ultimate goal is to empower Aanaab and other innovators

to develop tools and practices within their organisations to articulate their theory of change and establish clear connections between their activities and the broader work they undertake. By facilitating this process, we aim to enhance their understanding of impact and enable them to effectively navigate the dynamic landscape of educational innovation. Our hope is that this work will enable Aanaab, and other innovators working in teacher professional development globally, to make informed decisions and refine their strategies accordingly.

HundrED is a global Finland-based mission driven organisation dedicated to helping every child flourish in life by giving them access to the best possible education innovations.

Aanaab is an EdTech platform based in Saudi Arabia that provides a full range of online professional development opportunities for teachers, schools and governments in the MENA region.

Showcasing the Impact of Aanaab on Teacher Professional Development

This showcase will:

- Present the perspectives of teachers and school leaders from Saudi Arabia and the wider MENA region about their own professional development and Aanaab's role in supporting teacher learning
- Provide specific examples of teacher learning and Aanaab's contribution to teacher professional development and school improvement
- Give recommendations about how Aanaab can further assess and deepen their impact



Aanaab

The Challenge: The need for on-demand teacher professional development in Arabic in Saudi Arabia and the MENA region

Education in the Middle East and North Africa (MENA) region falls behind global benchmarks, leading to a substantial disparity in student achievement.¹ This gap can be attributed to two key factors: developing teacher skills and restricted access to quality professional development opportunities. Insufficient training and development opportunities for teachers hinder their ability to provide effective instruction and support to students, contributing to overall educational outcomes in the region. Addressing these challenges and enhancing teacher skills through comprehensive professional development programs can play a vital role in narrowing the achievement gap and improving access to more affordable, flexible professional development in the MENA region.

In recent years, teacher professional development in Saudi Arabia has witnessed significant growth and transformation. The Saudi government has recognized the importance of equipping educators with the necessary knowledge and skills to meet the evolving needs of students in the 21st century. As a result, substantial efforts have been made to enhance teacher professional development programs across the country.

One of the key initiatives driving the improvement of professional development in Saudi Arabia is the Saudi Vision 2030. This national development plan has three core themes: a thriving economy, an ambitious nation, and a vibrant society. The Kingdom of Saudi Arabia's (KSA) Vision 2030 emphasises the importance of education and aims to transform the education system to meet global standards. Increased focus on developing critical thinking and science, technology, engineering, and mathematics (STEM) skills across the board in education, for students, teachers, and teacher trainers, is supported as part of a shift toward the establishment of a robust knowledge economy in Saudi Arabia.² As part of this vision, a particular focus has been placed on empowering teachers and providing them with opportunities for continuous learning and development.

To support this vision, the Ministry of Education and Education and Training Evaluation Commission in Saudi Arabia has implemented comprehensive strategies to enhance teacher professional development, including workshops, conferences, online courses, and collaborative learning communities. During the COVID-19 pandemic, Saudi Arabia swiftly implemented measures to ensure continued education.³ The country had already made significant reforms in its education system since 2007, including decentralisation and digitization of learning. With a solid foundation in digitization and distance learning, KSA leveraged technology to enable over 7 million students to learn remotely. A strong technical infrastructure, collaboration between the training sector and education, and support from the private sector and philanthropy were key factors in their response.

While considerable progress has been made, teacher professional development provision in Saudi Arabia and the MENA region faces several challenges that hinder its effectiveness and impact. Limited access to quality opportunities creates disparities in professional development, particularly in remote areas or underserved communities. Funding constraints restrict resources for meaningful development activities, impacting the quality and depth of programs. Relevance and contextualization are crucial to address the unique challenges and requirements of the local education systems. Lack of follow-up and support after training sessions hinders the application of new knowledge and skills in classrooms. Ensuring standardised quality and addressing language barriers are essential for inclusive participation.

Aanaab's Solution

Aanaab was established with the mission of bridging these significant gaps in student achievement attributed to low teacher skills and limited access to quality professional development in the MENA region by offering affordable and accessible professional development programs for teachers through various modalities. Aanaab is an online platform that facilitates ongoing professional and personal development of Arab teachers through distance learning solutions. It provides teachers with the opportunity to acquire international credentials, and ensures accessible and affordable professional development in Arabic by leveraging the vast potential of partnering with 3.2 million teachers, 150,000 schools, and 11 governments.

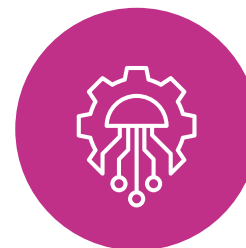
Aanaab has developed a comprehensive online solution for schools in managing the process of training educational, administrative and leadership staff and developing their skills in line with the latest developments in teacher education locally and globally. Aanaab has established a solid foundation through an extensive network of partners. From 2019 to 2021, Aanaab successfully developed over 60 short courses and offered four qualification programs in collaboration with global partners. This effort resulted in more than 170,000 teacher enrollments, over 120,000 teacher registrations, and the formation of a network comprising 24+ international and local partners, including prestigious and Ivy League institutions, as well as over 130 schools. Notable achievements include a closed seed round of \$1.5 million in March 2020, partnerships with more than 25 international and local entities to deliver high-quality content on the Aanaab platform, and obtaining accreditation from the Technical and Vocational Training Corporation (TVTC, the dedicated government agency for technical and vocational training in Saudi Arabia) and the National Center for e-learning (NELC), making Aanaab the first private licensed online training provider in the Kingdom of Saudi Arabia.



Aanaab was one of 100 global innovations selected for the 2023 HundrED Global Collection. Read more about Aanaab's work and read select reviews here: <https://hundred.org/en/innovations/aanaab>

THREE DIFFERENT MODALITIES

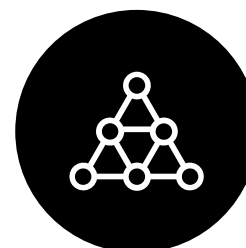
- **Aanaab for Teachers:**
Individual teachers and education leaders can enrol in short courses and qualification programs in the online learning platform that follows a Massive Open Online Courses (MOOCs) model with a simple and friendly user experience.
- **Aanaab for Schools:**
Schools are provided access to a wide range of professional development courses in addition to a dashboard with live data analytics and measurement tools.
- **Aanaab for Governments:**
Customised content to provide training programs at scale in districts or regions.

Aanaab Content Framework Six Domains

TECHNOLOGY IN EDUCATION



EDUCATIONAL LICENSING

SUBJECT KNOWLEDGE
DEVELOPMENT AND ENHANCEMENTPEDAGOGICAL AND
ASSESSMENT SKILLS

STUDENT SUPPORT AND WELL-BEING

LEADERSHIP, MANAGEMENT
AND ADMINISTRATION

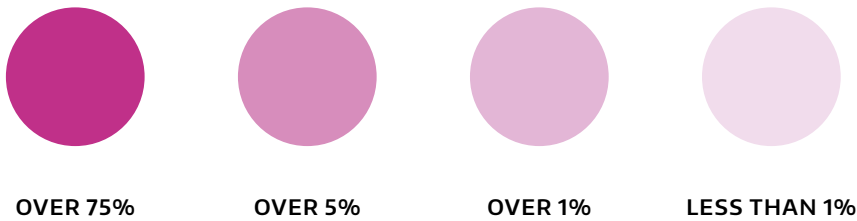
Aanaab Impact Showcase

Survey Participants

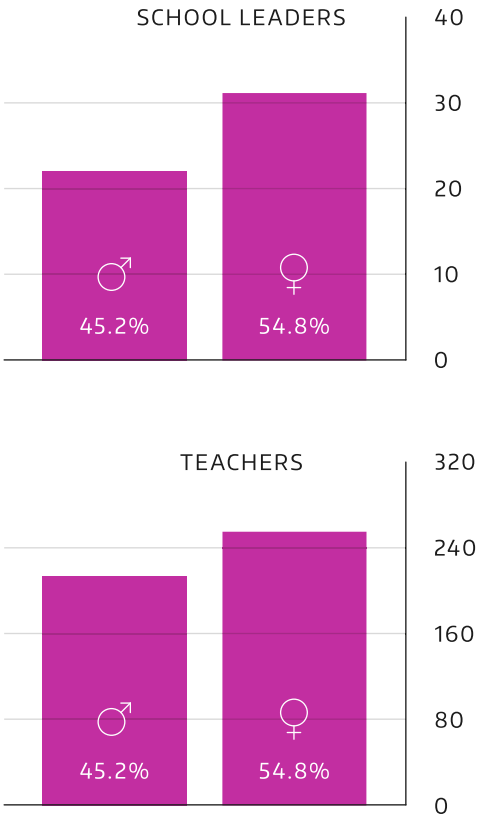
505 teachers and school leaders completed a questionnaire developed by HundrED, designed to assess the outcomes of the professional development courses on teachers’ knowledge, skills, attitudes and reported behaviour. Respondents were also asked about their sense of self-confidence, agency and social capital development. In addition, three individual interviews in Arabic, three individual interviews in English and one focus group in English with school leaders and teachers were recorded and transcribed.

ABOUT THE TEACHERS

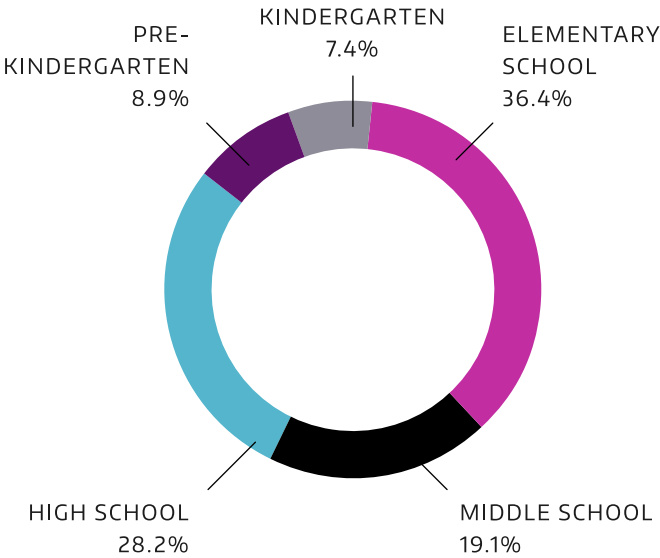
RESPONDENTS BY COUNTRY



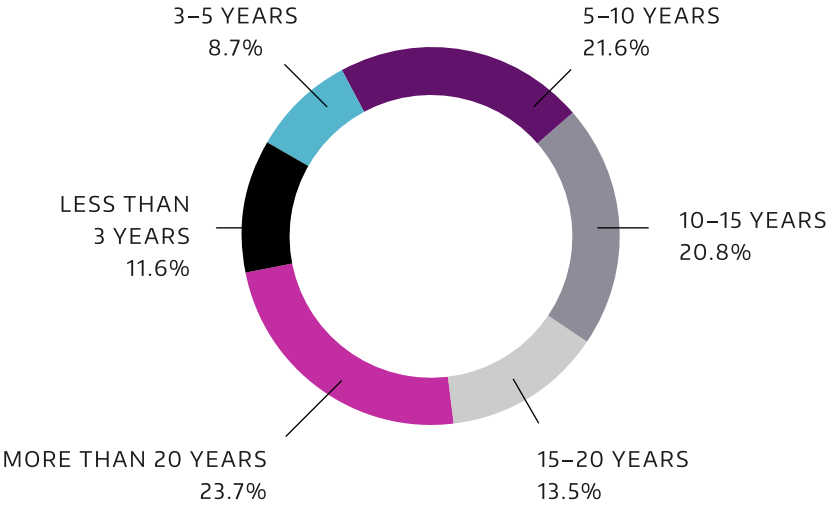
JOB TITLES BY GENDER



WHAT LEVEL DO YOU TEACH?

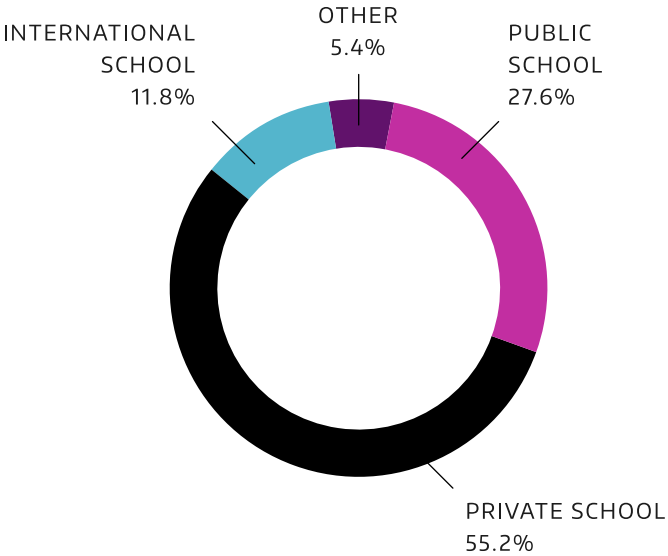


YEARS OF TEACHING EXPERIENCE

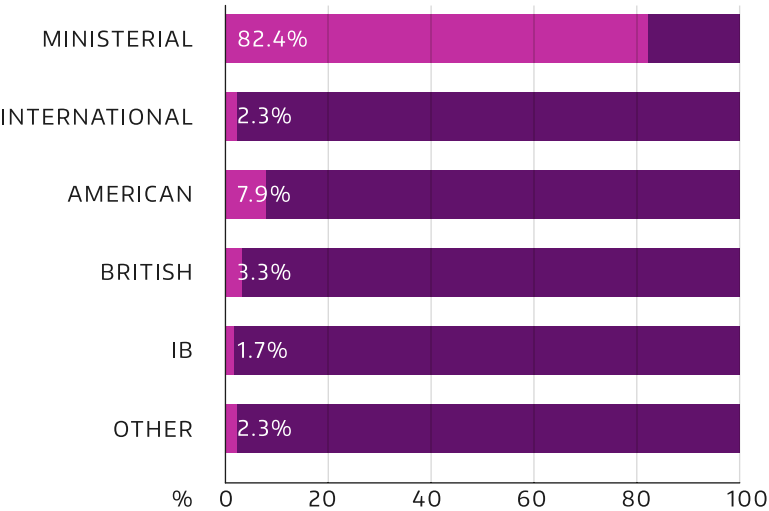


ABOUT THE SCHOOLS

WHAT KIND OF SCHOOL DO YOU WORK IN?



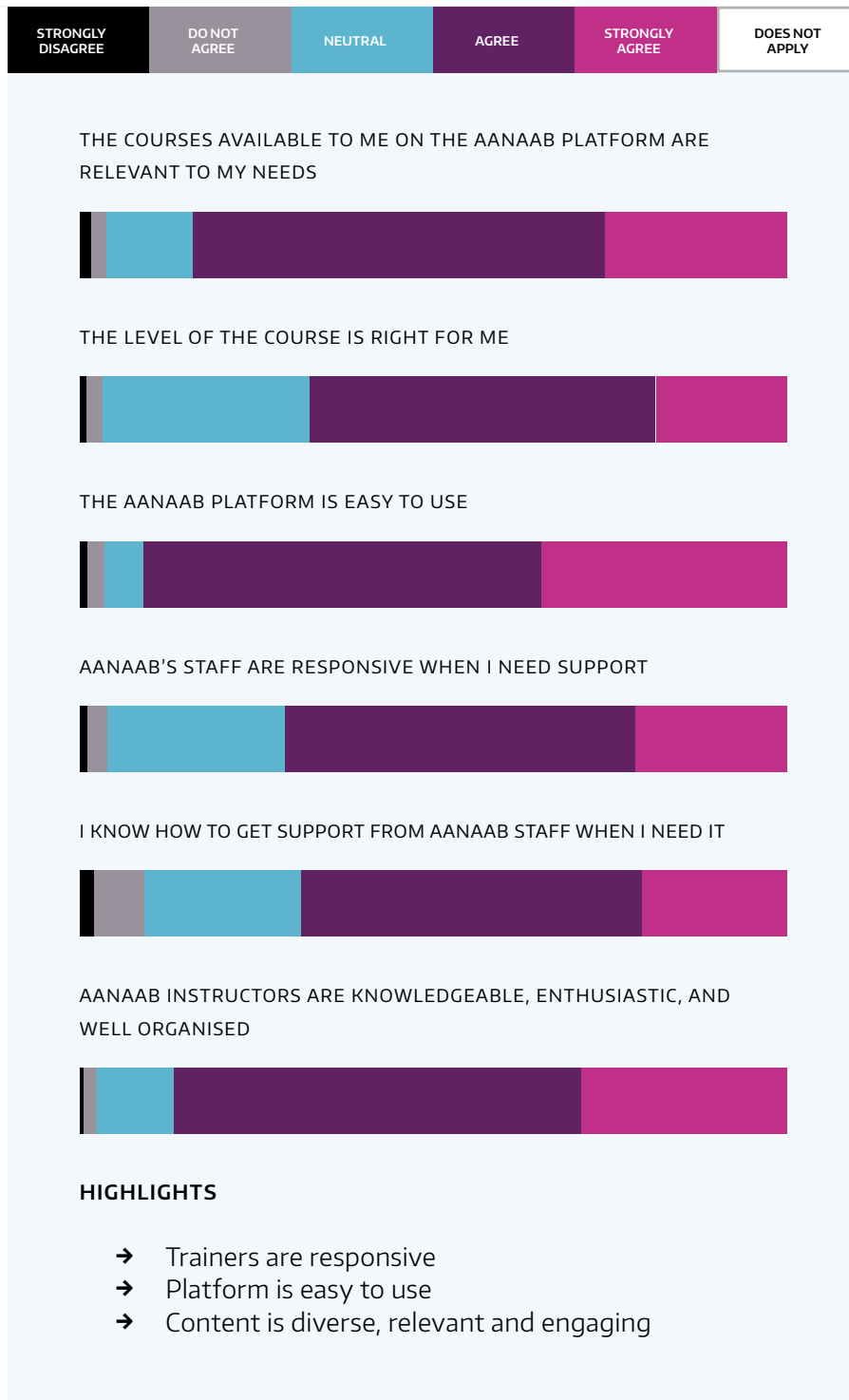
WHAT IS THE CURRICULUM APPLIED IN YOUR SCHOOL?



Meeting the Needs of Teachers

Aanaab successfully caters to the needs of teachers, as reported by the survey and interview participants. Teachers express that the courses offered are relevant and address their specific requirements. They find the content challenging yet appropriate for their skill level. The diversity of courses provided by Aanaab is well-received, and the overall quality of the courses is highly regarded. Additionally, Aanaab trainers demonstrate a high level of knowledge about the courses they teach.

During interviews, participants shared stories highlighting the Aanaab trainers' dedication in being available and responsive to teachers' questions. Trainers were seen as enthusiastic and well organised, in addition to being accessible and available to provide additional support when needed.



Developing Teachers' Confidence and Skills

Participants addressed various aspects of improving their teaching skills and instructional techniques. Participants described the development of their lesson planning, lesson delivery, and the use of innovative teaching methods. Mathematics education was specifically mentioned as an example of teacher's changing practices, as were language and literacy instruction, particularly focused on Arabic language skills.

Another significant topic was classroom management. Consistently mentioned in the interviews was the challenge teachers faced with student conduct upon returning from the pandemic. They attributed this struggle partly to the students' difficulty readjusting to being in class and behaving in a school setting. However, the Aanaab courses helped the teachers develop strategies for differentiating learning, adapting their teaching approaches, and effectively addressing students. The teachers said they now enter the classroom with more confidence, are more able to relate to the students and shape the classroom dynamics. As a result, teachers expressed increased confidence in managing their students. The inclusion and differentiation of students with special needs, such as those with ADHD or autism, were highlighted as important considerations.

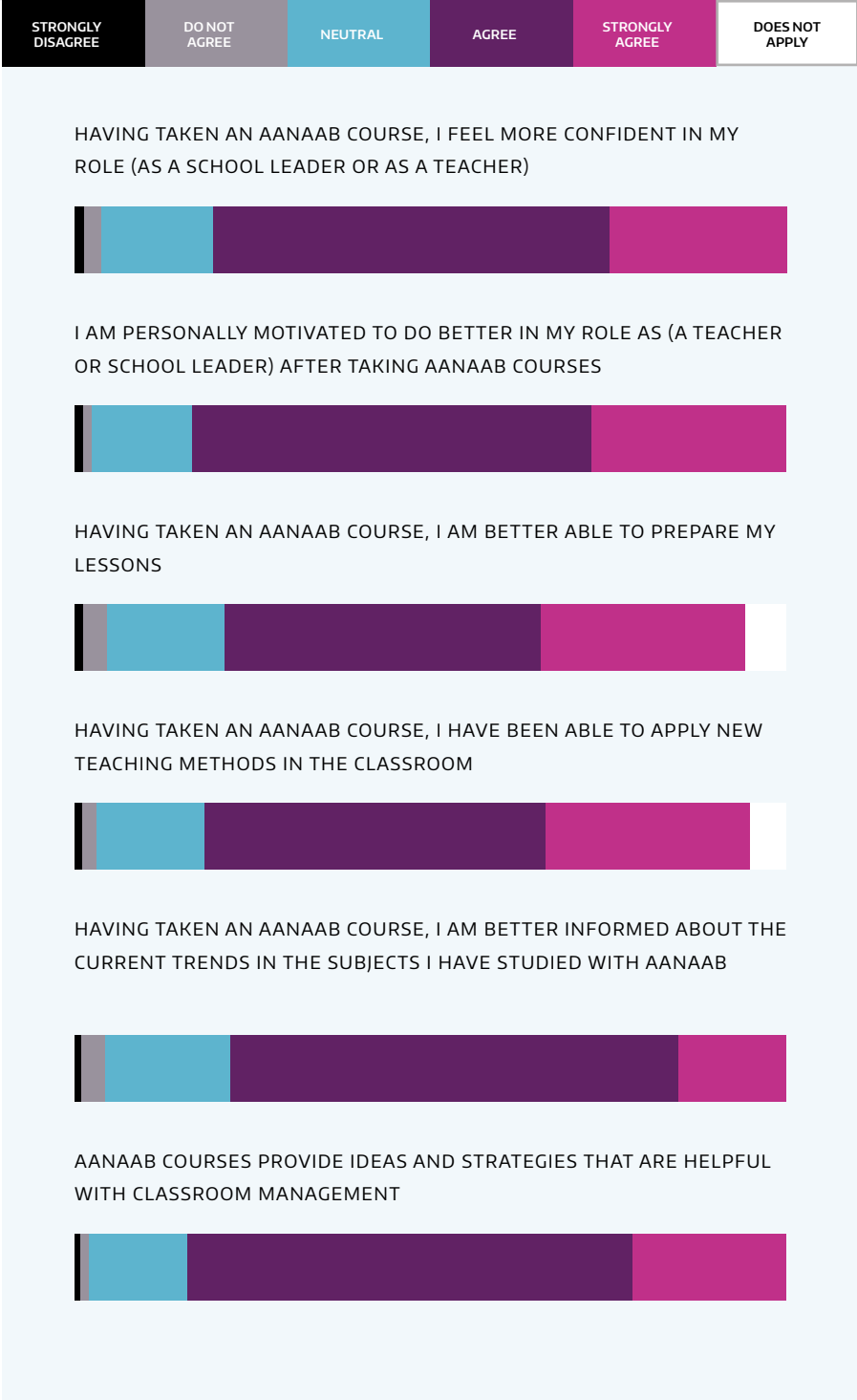
The integration of technology in education also emerged as a recurring theme. Participants recognized the value of digital tools and e-learning platforms, emphasising their role in enhancing teaching and learning experiences. Continuous professional development was underscored as crucial for educators, encompassing various areas of education, leadership, and parental engagement.

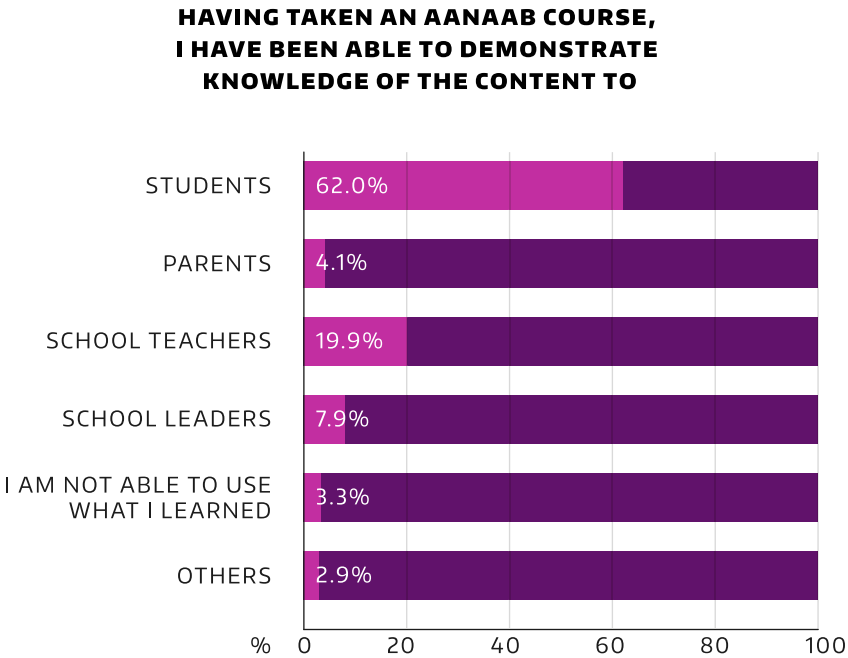
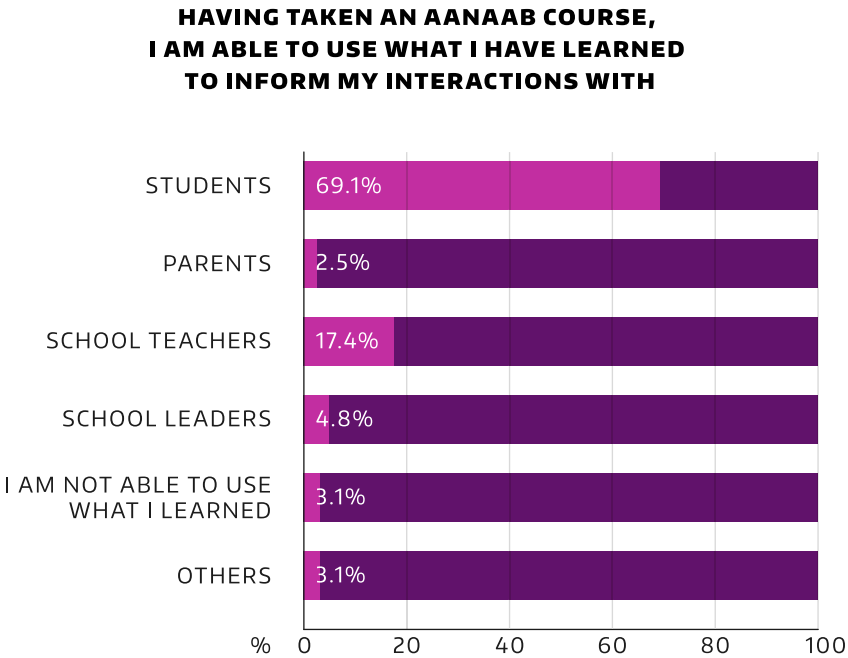
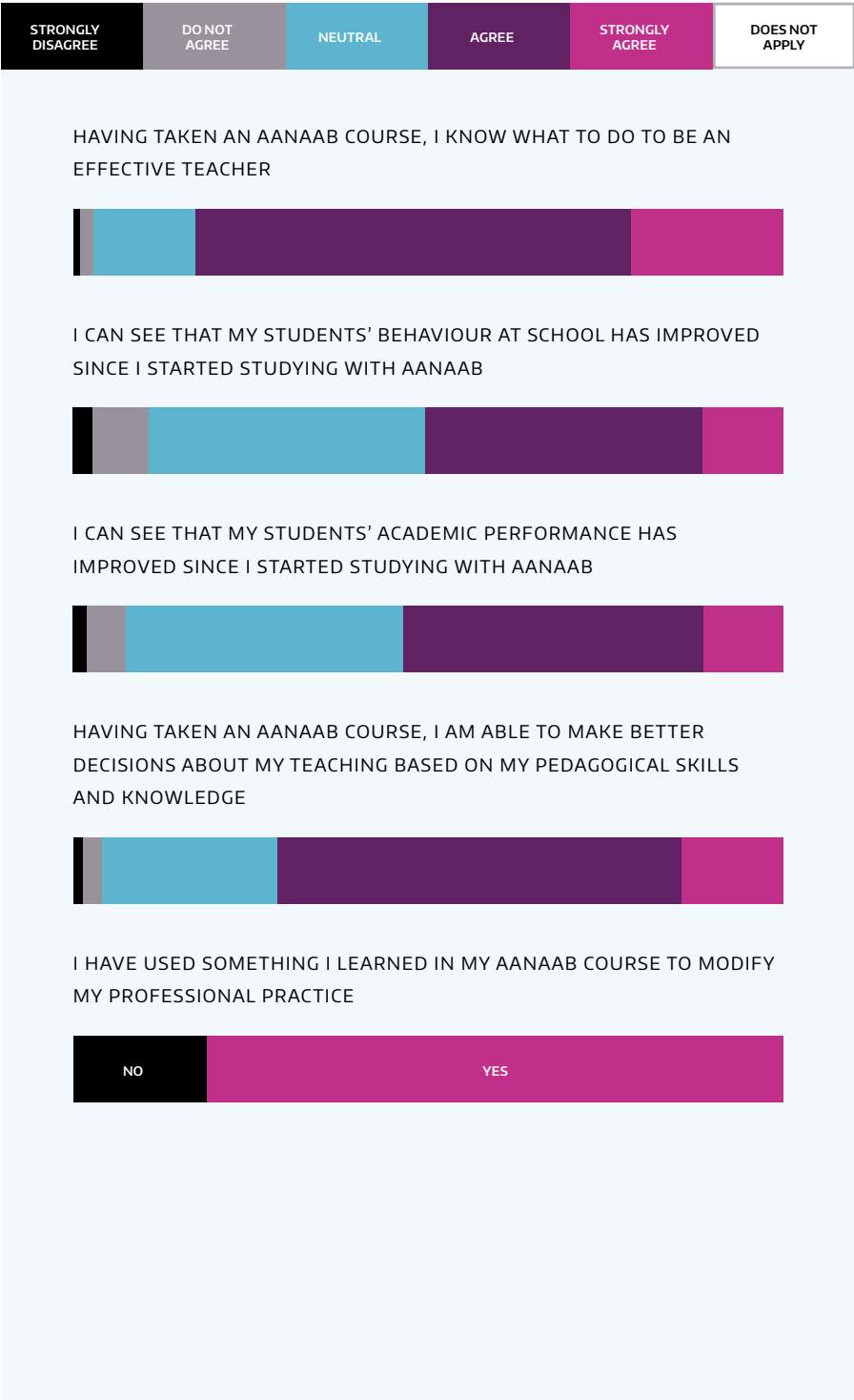
In addition, participants emphasised the importance of fostering active learning environments to promote student involvement and understanding. Assessment and evaluation methods, including formative assessment and measuring the impact of educational strategies, were recognized as integral components of effective teaching learned through the Aanaab platform. Even if they did not plan to continue teaching, but to transition into leadership positions or into another career, the skills learned were valuable to the participants.

“The most significant part of my professional development was my personal and professional growth as a teacher, the confidence, the ability to deal with the student misbehaviors, and the ability to successfully structure a lesson from beginning to end while keeping the lesson engaging throughout the entire learning session. We learned about the proper structuring of lesson plans and we started dividing the lessons into a clear beginning, middle and the end. Automatically this starts reflecting positively on the students because students know what to expect and what to do at every portion of the class. Student cases of misbehaviour drastically go down.” – Elementary school teacher

HIGHLIGHTS

- Increased teaching confidence due to learning new teaching methods and strategies
- Inspiration to integrate new content, such as music, the arts and digital learning in the classroom
- Improvement in their ability to prepare and plan lessons
- Increased confidence with the application of technology in the classroom and in their own professional development





Aanaab as Part of a Holistic Teacher Professional Development Programme

Aanaab is often one of many tools that schools and teachers are using for teacher professional development. Aanaab is part of a holistic approach to teacher professional development that may include professional learning communities, regular check-ins, and professional development planning. The teachers’ own personal desires for learning and intellectual stimulation are woven together with the school’s plans for improving teaching quality and meeting government standards.

For example, one professional training and development specialist interviewed focused on how she provides support to academic staff through customised training plans based on their individual needs. This includes professional development for teachers, leaders, supervisors, and vice principals. Her regular classroom visits and data analysis help identify areas for improvement. In addition to using Aanaab, teachers used other online course providers. However, Aanaab differed in two significant ways. First, it was the only course offered in Arabic, and second, it offered the British Cambridge certification. Beyond traditional professional development programmes, teachers also learned relevant skills through their hobbies and other coursework, such as Toastmasters or MBA courses. Through the survey responses, the support of school leadership and owners who recognized the importance of training and an expansive view toward teacher learning played a crucial role in engaging teachers in developing their skills.

“I totally trust the concept of professional development and its impact on me personally. It’s very important not to believe that I am done, or to have a ‘completeness mentality,’ believing that I don’t need to take any more courses. Instead, I should always look for more, develop what I already learned, and build on my existing knowledge. My teaching skills are of course better now. This is reflected in people’s reactions to me, their trust in what I do and their desire to benefit from me at things I am good at.”



Flexibility and individualisation of learning

A key strength of Aanaab's online learning platform is that it offers teachers the flexibility to pursue courses at their own convenience, whether it's during vacation, weekends, or evenings. Learners have the freedom to revisit the course content, allowing for a personalised and self-paced learning experience during the course. Moreover, Aanaab provides the opportunity to obtain the internationally recognized Cambridge certification, enhancing the credibility and value of the knowledge and skills acquired through the Aanaab courses.

"Training through the internet has opened up a lot of opportunities for me. First, for some courses it was previously very difficult to attend. Some were not available in the city where I live. They were either outside the city or outside the [Saudi Arabian] Kingdom. Sometimes, because of working hours it was difficult to join training sessions. So online training had a great impact for me as a leader of other colleagues and teachers."

– Supervisor of elearning and Mathematics supervisors

Linguistic flexibility of the training is particularly important in Saudi Arabia, where the language of instruction in international schools is English and there is a significant presence of expatriate teachers working alongside Saudi teachers. By providing select courses in Arabic and English, Aanaab ensures that international teachers can access content that meets their language needs while still receiving the same course material as their Arabic-speaking colleagues. This approach promotes a shared professional sense of teaching and facilitates collaborative professional development processes, ultimately contributing to the advancement of the teaching profession in Saudi Arabia.

"I know there are a lot of English resources about how to be a good teacher and how to use strategies. But in Arabic, we still don't have enough resources. So it's really good that we have these courses in Arabic."

– Kindergarten teacher

"It's definitely flexible. They offer both English and Arabic versions. So the group of teachers from my school who were taking the course, some of them were taking it in Arabic, but myself and another colleague of mine were taking it in English. And both of us would equally benefit in the language that we feel comfortable studying. This is a strength of Aanaab."

– Elementary school teacher

Summary

Aanaab online courses are meeting a unique need for teachers in the MENA region, as part of an ongoing movement to improve teacher professional development. Aanaab provides benefits such as time efficiency, accessibility to experts, and the ability to overcome distance barriers. While in-person workshops remain valuable for hands-on application, Aanaab's online training excels in providing pedagogical knowledge that teachers find applicable to their everyday teaching practice. The availability of training in both Arabic and English has been highly appreciated, along with the timely support provided by Aanaab trainers. Teachers value the flexibility and accessibility of online courses, which allow them to expand their skills and knowledge.

Recommendations

Customer Service is Key

Establishing a strong relationship between the teacher trainer and the users is essential, recognizing the importance of Aanaab's customer support. As human beings, we naturally seek connection and interaction. While online training provides valuable opportunities, it cannot fully replace the practical experience gained through teaching. Aanaab has already demonstrated its commitment to serving users, and this is an area that should continue to be strengthened as it is one of the key differentiating factors between Aanaab and similar platforms. To enhance the user experience for teachers, one potential approach could involve incorporating gamification into the course content, making the learning process more engaging and interactive.



Further Investment in Teacher Professional Development is Needed

INCREASING QUANTITY AND DIVERSITY OF COURSE OFFERINGS

Improving teacher professional development requires the investment of time and money from a range of stakeholders. From Aanaab's side, expanding the range of course offerings would be beneficial to accommodate the diverse interests and needs of learners. While Aanaab already offers a wide selection of courses, there is a desire from the survey participants for further diversification of the subjects and topics available. This could include introducing courses in areas such as sports and physical education, religious studies, or school psychology. Aanaab have been working to expand their course offering, outlined in their 'Content Framework' (please see page 11 for further details) this details how Aanaab are addressing the need for a greater variety of content on a daily basis. It is important that Aanaab addresses curricula needs, as well as the needs and desires of its users. Additionally, there is a growing demand for courses that focus on higher leadership positions, and Aanaab can respond to this by offering subjects and topics that address the needs of aspiring education leaders.

MAINTAINING CLEAR STANDARDS AND ASSESSMENT MECHANISMS

In addition to increasing the quantity of courses offered, Aanaab can take steps to continue to ensure the quality of the courses and the high standards expected of the teachers for course completion. Clear standards for course content should be further developed and maintained, along with ensuring effective assessment mechanisms that serve both teachers' own learning pathway and the schools' ability to validate the teachers' progress. Aanaab maintains clear quality standards in its partnership agreements. However, it is also important that teacher's perceptions of quality content and student assessment are considered, alongside what is outlined in a contract. For instance, school leaders expressed concerns about teachers' potential superficial engagement with the course content if trainers are unable to identify if teachers are submitting AI-generated

essays or test answers. To address this, mechanisms should be in place to ensure teachers fully master the content and actively participate in the learning experience. This commitment to maintaining standards and promoting active engagement will contribute to the overall effectiveness of online learning and maximise its benefits for learners.

FINANCING

From the perspective of the government, schools, and individual users, additional means of financing professional development courses and certifications should be explored. This could involve seeking partnerships with organisations, governments funding initiatives, or scholarship programs to support learners in obtaining the necessary certifications. Aanaab has recently signed with three new partners. The impact of this will be something to track, taking into account the lag between finding partners and seeing a notable increase in those starting courses.

Opportunities for Future Impact

Like any research, this report has limitations that need to be acknowledged. One limitation is that the study was conducted remotely, which prevented direct observation of the teachers and their contextual environment. Another potential limitation is the recruitment method and constraints on time and resources, which may have introduced a sampling bias, potentially limiting the diversity of perspectives included in the study. Nevertheless, although the experiences of the participants may not be fully representative, they hold intrinsic value on their own. It is crucial to dedicate time to listen to those who have been directly impacted by Aanaab's professional development courses.

We consider this an opportunity to offer recommendations to Aanaab and other innovators on how to enhance the impact assessment of educational innovations when sufficient resources are available. Firstly, conducting an in-depth study on program impact requires adequate time for data collection and analysis. Secondly, it would be beneficial to gather the perspective of students, who ultimately benefit from Aanaab's teacher professional development. Understanding their experiences can provide valuable insights into the effectiveness of the program. Thirdly, it is crucial to examine the long-term impacts of participation in Aanaab, not only from the individuals' standpoint but also in terms of the overall transformation of schools and the elevation of the teaching profession in the region.

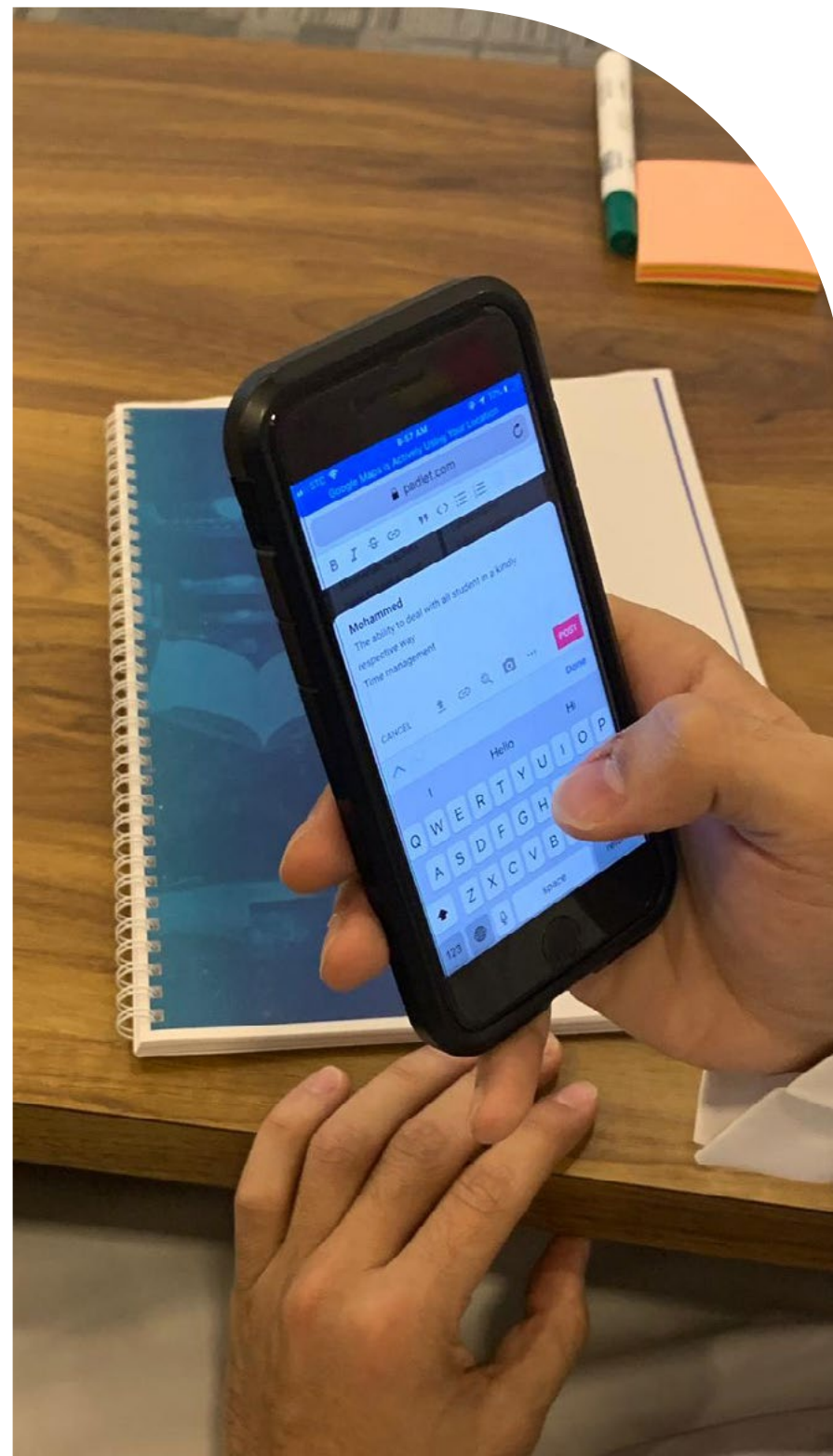
To achieve this, employing a more robust methodology is essential. One recommended approach is the Qualitative Impact Assessment Protocol (QulP). QulP is an impact evaluation method that draws on contribution analysis, utilising narrative causal statements directly obtained from intended project beneficiaries.⁴ Contribution analysis allows us to address questions such as the program's influence on observed outcomes, its significant contribution, the reasons behind the observed results, the role played by the innovation, and whether it is reasonable to conclude that the program has made a difference. By placing project beneficiaries' voices at the centre, QulP provides an independent reality check of a



predetermined theory of change, enabling stakeholders to assess, learn from, and demonstrate the social impact of their work. It gathers evidence through narrative causal statements, where respondents share the main changes they have experienced, the drivers of these changes, and the attributions they make, considering multiple sources.

Practically, this would entail conducting more interviews than were completed in the current study. It is recommended to conduct between 24-33 individual interviews and at least four focus groups to ensure data saturation. Blinding the interviewers and interviewees is also advisable to minimise bias. Additionally, any quantitative data collected could be subjected to more rigorous analysis, going beyond descriptive statistics and exploring the relationships between variables. Emphasising the connection between the impact of the innovation and its theory of change is crucial in any evaluation project as it allows for the explicit articulation of the specific changes expected to be observed or perceived by participants. We encourage all innovators to clarify their theory of change and establish how their work aligns with the desired impact. This exercise of sense-making can benefit both the innovation's leaders and organisation, as well as the users and beneficiaries of the innovation.

Finally, there remains a lack of research about teacher professional development in the MENA region more broadly. We suggest that future studies consider how teacher professional development is expanding in the region, and the different methods and modalities that are being used to support teachers in furthering quality and equity in education in the region. This could include research how on various educational organizations and actors and are networked within the region, and how these networked actors provide sustained and coherent teacher professional development that meets the needs of teachers while aligning with the most recent knowledge about the teaching profession as well as with the ambitious education agendas that are being supported by leadership and governments in the region.



Contact Us

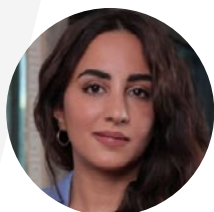
For more information on opportunities to partner with HundrED, or to learn more regarding our specific focus areas across the education innovation agenda for 2023, please contact David Connolly.



David Connolly

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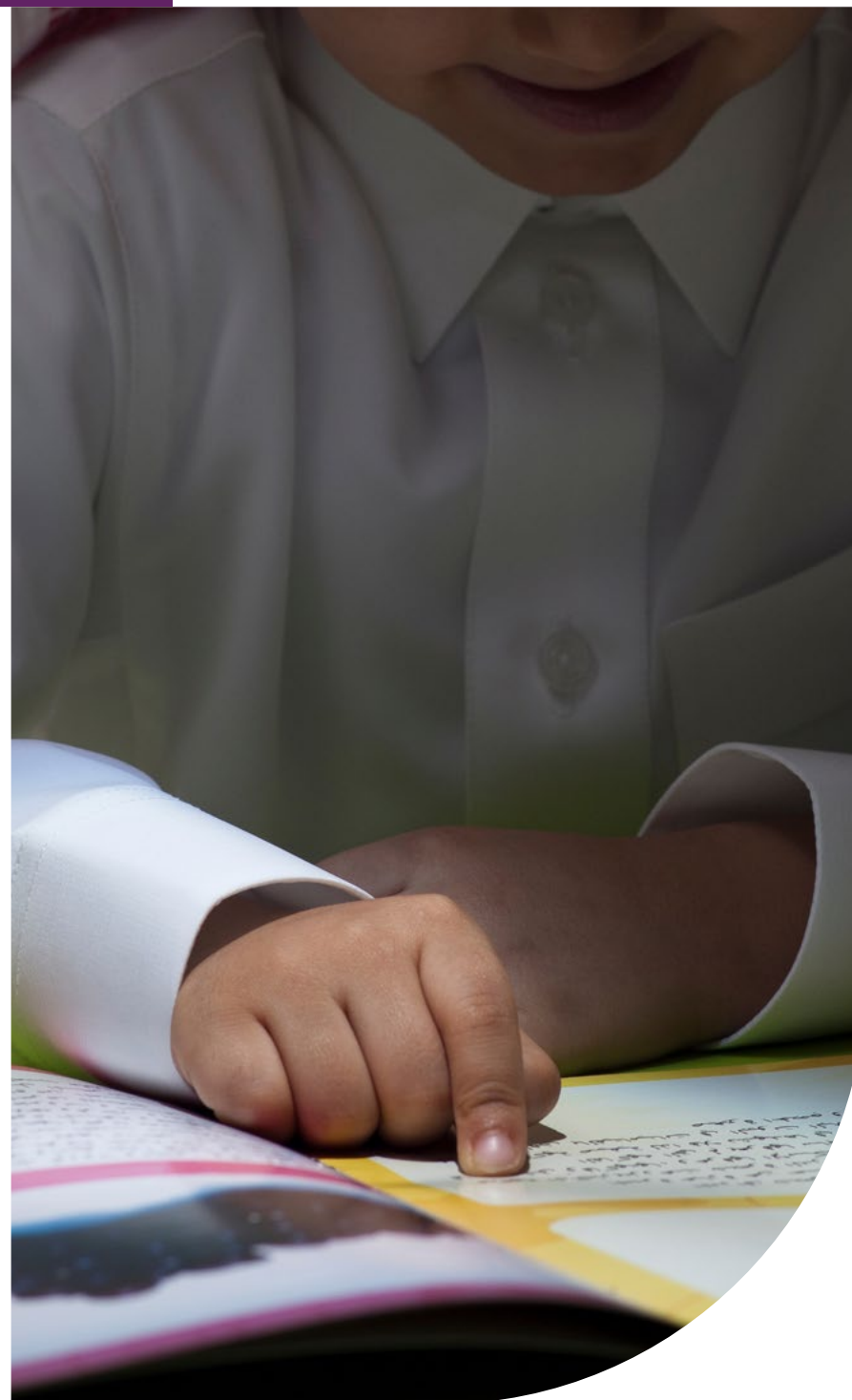
For more information on the Aanaab platform, professional development programs and services or to learn more about partnering with us in the MENA region, please contact Mounira Jamjoom.



Mounira Jamjoom

CO-FOUNDER AND CEO
AANAAB
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Both HundrEd and Aanaab would be keen to explore future research into professional development in the MENA region and would welcome contact from potential partners, funders and contributors.





Endnotes

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Appendices

Explaining the Methodology

Our approach involved conducting questionnaires, interviews, and a focus group to gain a rich understanding of the specific positive changes occurring in the professional lives of educators and school leaders involved in the innovation. We have adopted a narrative approach, recognizing that a story of impact encompasses both common and uncommon measures of success, and that the evaluation of the potential benefits of the innovation is rooted in the lived experiences of participants. In contrast to social impact programs that address acute needs and can be evaluated quickly, such as disaster relief, emergency healthcare, and humanitarian aid, most education innovations, especially those focused on teacher professional development, necessitate longer timelines to observe their impact. These education programs are part of larger educational ecosystems involving multiple stakeholders. We recognize that these innovations exist within a broader context of educational change, culture, and environment, which both shape and are influenced by the innovations. Our objective is to delve into the broader transformations brought about by the innovation, taking into account the perspectives of the participants who play a vital role in comprehending the impact.

Datasets

To assess the impact of Aanaab on teacher's professional development, we developed a 48-item questionnaire to collect responses from teachers and school leaders who have been using the platform. The questionnaire was developed in English and translated into Arabic; responses were translated into English. The questionnaire primarily focused on assessing the outcomes of the program, including the attitudes, skills, knowledge and reported behaviours of the teachers and school leaders. The questionnaire allowed for the systematic collection of responses from a wide range of Aanaab users; we gathered self-reported participant data, including perceptions, attitudes, and opinions about their experience with the Aanaab platform, as well as information about their professional development more generally. We received a total of 505 completed

questionnaires.

This questionnaire was paired with a dataset from Aanaab user data on respondents' course participation, including number and titles of enrolled courses, completion rates and pass rates.

In addition, 6 individual interviews (30-60 minutes) and one focus group (1hr) with school leaders and teachers were conducted with Aanaab users who did not participate in the initial survey. Interviews were semi-structured; 3 interviews were conducted in Arabic and transcripts were translated into English; 3 were conducted in English; the focus group was conducted in English. Interviews were recorded and transcribed.

Interviews and focus groups are valuable for understanding teacher professional development as they allow for in-depth exploration of the specific cultural, contextual, and pedagogical factors that shape professional development experiences and practices. Through the interviews, school leaders and teachers shared their unique perspectives and experiences, while the focus group enabled a collaborative discussion, highlighting common challenges, innovative approaches, and potential solutions. The group discussion focused on meaningful professional development experiences, both online and in person, and explored their purposes in participating in Aanaab's professional development, the strengths of the programme and where they saw need for improvement.

HundrED Showcase™ Survey Questions

Questions number	Question	Type	Fields	Primary Indicator	Secondary Indicator
1	email	Open-ended	email entry	respondent identification	
2	gender	Multiple Choice	Male/Female	respondent identification	
3	Country	Multiple Choice; blank for Other	Saudi Arabia, Egypt, The UAE, Qatar, Oman, Kuwait, Jordan, Bahrain, Tunisia, Other	respondent identification	
4	Your Current Job	Multiple Choice	teacher, school leader	respondent identification	
5	Number of years in your current profession	Multiple Choice	less than 3 years, 3-5, 5-10, 10-15, 15-20, 20 +	respondent identification	
6	What level do you teach?	Multiple Choice	Kindergarten, Primary Stage, Elementary , Middle stage, Intermediate stage, secondary stage, High School	respondent identification	
7	Type of school where you work	Multiple Choice; blank for Other	Public school, Private school, International school, other	respondent identification	
8	Type of curriculum applied by the school where you work	Multiple Choice; blank for Other	Ministerial curriculum, International, American, British, IB, Other	respondent identification	
9	Number of Aanaab courses taken	Multiple Choice	1-5, 5-10, 10-20, 20-30, 30+	respondent identification	
10	I'm an Aanaab user via	Multiple Choice	school's package, I'm an individual subscriber	respondent identification	
11	Prior to taking an Aanaab course I took the needs assessment survey on the platform	Dichotomous	Yes/No	Input	
12	The courses available to me on the Aanaab platform are relevant to my needs	5-point likert	Strongly Disagree--Strongly Agree	Input	User Satisfaction
13	The level of the course is right for me	5-point likert	Much too easy-Right--Much too Difficult	Input	User Satisfaction
14	Aanaab instructors are knowledgeable, enthusiastic, and well organised	5-point likert	Strongly Disagree--Strongly Agree	Input	User Satisfaction
15	The Aanaab platform is easy to use	5-point likert	Strongly Disagree--Strongly Agree	Input	User Satisfaction
16	I know how to get support from Aanaab staff when I need it	5-point likert	Strongly Disagree--Strongly Agree	Input	User Satisfaction
17	Aanaab's staff are responsive when I need support	5-point likert	Strongly Disagree--Strongly Agree	Input	User Satisfaction
18	I have the financial resources I need to complete all of the courses I wish to take	5-point likert; N/A	Strongly Disagree--Strongly Agree	Input	Sufficient resources
19	I have enough time to work on my professional development	5-point likert	Strongly Disagree--Strongly Agree	Input	Sufficient resources

20	I know other educators who are also learning with Aanaab	Multiple Choice	Yes/No/I don't know	Input	Sufficient resources
21	My professional development was advocated, facilitated, and supported by my school leaders/administrators.	5-point likert	Strongly Disagree--Strongly Agree	Input	Sufficient resources
22	I understand the benefit of professional development	5-point likert	Strongly Disagree--Strongly Agree	Input	User Motivation
23	There is alignment between my own professional development goals and my school's improvement goals.	5-point likert	Strongly Disagree--Strongly Agree	Input	Goal Alignment
24	If Aanaab could improve their service to you, what would you recommend?	Open-ended	text box	Input	User Satisfaction
25	Having taken an Aanaab course, I feel more confident in my role (as a school leader or as a teacher)	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Attitude
26	I am personally motivated to do better in my role as (a teacher or school leader) after taking Aanaab courses	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Attitude
27	After taking an Aanaab course, I am even more interested in the course's content	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Attitude
28	Having taken an Aanaab course, I have gained new leadership skills.	5-point likert; N/A	Strongly Disagree--Strongly Agree	Outcome	Skills
29	Having taken an Aanaab course, I am better able to prepare my lessons	5-point likert; N/A	Strongly Disagree--Strongly Agree	Outcome	Skills
30	Having taken an Aanaab course, I have been able to apply new teaching methods in the classroom	5-point likert; N/A	Strongly Disagree--Strongly Agree	Outcome	Skills
31	Having taken an Aanaab course, I am better informed about the current trends in the subjects I have studied with Aanaab	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Knowledge
32	Aanaab courses provide ideas and strategies that are helpful with classroom management	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Knowledge
33	Having taken an Aanaab course, I know what to do to be an effective teacher	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Knowledge
34	Having taken an Aanaab course, I now feel more confident to apply for new positions	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Professional Capital
35	I have used my Aanaab credential to gain a raise or promotion in my current job	Multiple Choice	Yes/No/I am in the process of applying	Outcome	Professional Capital
36	I have used my Aanaab credential to help me gain new employment	Multiple Choice	Yes/No/I am in the process of applying	Outcome	Professional Capital

37	I have passed a licensure exam after taking Aanaab's training program	Multiple Choice	Yes/No/N/A	Outcome	Professional Capital
38	I have used something I learned in my Aanaab course to modify my professional practice	Dichotomous	Yes/No	Outcome	Reported Behaviour
39	Give an example of how you have modified your practice	Open-ended	text box	Outcome	Reported Behaviour
40	Having taken an Aanaab course, I am able to use what I have learned to inform my interactions with	Multiple Choice	students/parents/fellow teachers/school leaders/others/I'm not able to use what I have learned	Outcome	Reported Behaviour
41	Having taken an Aanaab course, I have been able to demonstrate knowledge of the content to	Multiple Choice	students/fellow teachers/parents/school leaders/others/I haven't been able to demonstrate my knowledge	Outcome	Reported Behaviour
42	I can see that my students' behaviour at school has improved since I started studying with Aanaab	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Change in student behaviour
43	I can see that my students' academic performance has improved since I started studying with Aanaab	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Change in student learning
44	Having taken an Aanaab course, I am able to make better decisions about my teaching based on my pedagogical skills and knowledge	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Teacher Agency
45	Because of my professional development experience with Aanaab, I am able to have more influence in my department	5-point likert	Strongly Disagree--Strongly Agree	Outcome	Teacher Agency
46	What are the barriers to you completing the courses you want to take with Aanaab?	Multiple Choice; Other	Time, Money, I do not have any barriers,	Outcome	Barriers
47	My time was well spent using Aanaab.	5-point likert	Strongly Disagree--Strongly Agree	Outcome	User Satisfaction
48	Anything else you'd like to tell us?	Open-ended	text box		

HundrED Showcase™ Interview Guides / List of Interview Questions

INDIVIDUAL INTERVIEWS

Questions number	Question
Introduction & Background	<ul style="list-style-type: none"> → Please tell me a bit about yourself and your background. → (if not answered) How long have you been teaching/working as a school leader? → I'd like to learn more about your day-to-day life at school. Walk me through a typical day.
Professional Learning	<ul style="list-style-type: none"> → We often say that teachers are also learners, is there anything in particular that you have been learning as a teacher/school leader recently? Where have you been learning those things? → What kinds of teacher professional development have you had/ offered to your teachers in the past? Have you taken both online and in person professional development courses? How do they compare? → What have been your most meaningful teacher professional development experiences?
Course Experience	<ul style="list-style-type: none"> → Thinking back, is there anything that has changed in you or in your teaching since you started taking online professional development courses? → (if not answered) Can you remember a particular time when you used what you have learned in your online professional development course in your classroom? → How confident are you that what you are learning in your professional development courses is giving you the skills and knowledge you need to improve your teaching practices? → Overall, when compared to before you started taking professional development courses, do you feel that your teaching/educational leadership is better/the same/worse?
Professional Goals & Future	<ul style="list-style-type: none"> → Do you have any particular goals for your professional development as a teacher? What are they? → What plans do you have for the future when you finish your professional development courses? Have these plans changed since you started the courses? If so, why? → How confident do you feel about your future as a teacher/ school leader? Do you plan to continue teaching or working in an educational institution?
Additional	→ Anything else you would like to add?

HUNDRED SHOWCASE™ FOCUS GROUP

Questions number	Question
Introductions	→ Briefly your name, school, the type of school, country and position and how you have interacted with the Aanaab platform.
Purpose of using Aanaab	<ul style="list-style-type: none"> → Why did you choose Aanaab? What were you expecting of Aanaab? → Describe your most significant experiences with Aanaab.
Aanaab Strengths	<ul style="list-style-type: none"> → What is one thing you like about the Aanaab? About the platform, about the course you took? → What is a key strength of Aanaab? → What makes Aanaab unique?
Room for Improvement	<ul style="list-style-type: none"> → What key improvement could be made to the platform and why? → What skills do you need to develop that are not being targeted by Aanaab?
Contextualisation	→ How do you see the current state of professional development in Saudi Arabia? What do you see as the role of Aanaab, or online learning platforms, in meeting that need?
Additional	→ Anything else anyone would like to add?

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