



UNDG Iraq Trust Fund

ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2009

Submitted by:

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Country and Thematic Area²

Iraq – Education sector

Programme No: B1-23

MDTF Office Atlas No:

Programme Title: “Training of Trainers in Teacher Education for a Sustained Quality Education”

Participating Organization(s):

UNESCO-Iraq Office

¹ The term “programme” is used for programmes, joint programmes and projects.

² E.g. Priority Area for the Peacebuilding Fund; Thematic Window for the Millennium Development Goals Fund (MDG-F); etc.

Implementing Partners:

- Six International Universities:
University of Alberta (Canada),
University College Dublin (Ireland),
University of Foggia (Italy), University
of Buckingham (England), Bangor
University (Wales) and Cairo University
(Egypt).
- MoHESR, MoP, MoE.
- 4 Colleges of Education and 4 Colleges
of Science in 4 targeted universities
(University of Salaheddin, University of
Baghdad, University of Anbar and
University of Basra).

Programme Budget (from the Fund):

US\$ 2,235,116

Programme Duration (in months):

Start date: 19 July 2006

End date: 31 December 2010

Original end date: 19 January 2008

- Revised end date, if applicable: 31 December
2010

Budget Revisions/Extensions:

- 1- 1st Extension: The project was extended
till 19 July 2008. The approval was
received on 10 December 2007.
- 2- 2nd Extension and Budget Revision: The
project was extended till 19 January
2009. The approval was received on
July 2008.
- 3- 3rd Extension and Budget Revision: The
project was extended till 19 July 2009.
The approval was received on 8 January
2009.
- 4- 4th Extension and Budget Revision: The
project was extended till 19 December
2010. The approval was received on
July 2009.

NARRATIVE REPORT FORMAT

I. Purpose

Objectives of the Programme/Project:

The project aims at supporting the MoHE and the MoE in providing quality teacher education and therefore to improve the quality of secondary education in Iraq as referred to in the UN Assistance Strategy for Iraq and Iraq's National Development Strategy. To this end the project will create a critical mass of highly qualified teacher trainers who will ensure quality of teacher education in the reform process. A total of 308 lecturers from the colleges of science and education from four geographically selected universities will participate in capacity building activities which include upgrading subject materials, training of trainers in English language, computer skills, and new teaching methodologies in addition to short term fellowships.

Outcomes of the Programme/Project:

- Create a teacher training network for Iraq.
- Create a critical mass of highly trained teacher trainers in four colleges of sciences and four colleges of education.
- Establish modern and updated curricula for the Colleges of Science (CoSs) and Colleges of Education (CoEs).
- National strategy plan for teacher education formulated and formalized.

Outputs of the Programme/Project:

1. A network of eight Iraqi institutions, four CoEs and four CoSs and 5 international higher education institutions created.

2.a Training the trainers. 308 participants from the CoEs and CoSs will take part in

- Training in new teaching methodologies and pedagogy
- Crash courses in English language
- Crash courses in Computer skills
- Subject updating Crash courses

2. b Training of core team of teacher trainers on Peace and Democracy: Fellowship for ten Iraqi candidates completed

3. Curriculum Reform

3.1 An updated and modern curricula of international standard level.

3.2 New topics introduced to the curriculum to enhance the principles of democracy and Human Rights as well as environmental issues.

4. Medium term national strategy for teacher education formulated.

b. Explain how the Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund.

UN Assistance Strategy for Iraq / UN Millennium Development Goals

This project's objectives fall within the joint UN Assistance Strategy for Iraq (Cluster B) as well as the UN Millennium Development Goals through enhancing the quality of education. This is addressed in the project's activities, which includes the following: (i.) Capacity building programmes for educational staff in four representative universities in Iraq including training in ICT and English Language; (ii.) Train university lecturers in new teaching methodology and content upgrade; (iii.) Enable the development of teacher training packages and the reform of curricula in accordance with the new updates in each subject matter (6 scientific subjects and 4 educational subjects.)

The project aims at reducing poverty by enhancing the quality of higher education and teacher education that will lead to the development of employment opportunities and income generation. The project directly contributes towards the achievement of MDG 2 (Achieve Universal Primary Education) and MDG 3 (Promote gender equality and empower women).

The project also endeavours to achieve EFA Goal 3 (Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes) EFA Goal 5 (Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality), and EFA Goal 6 (Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills).

Joint Needs Assessment / Iraqi National Development Strategy / ICI

The project addresses the following goals within the Iraqi National Development Strategy:

- Ensuring minimal quality standards of teaching and learning and system management through strengthening basic training.
- Start the process for developing new curriculum, education priorities, and mechanisms for change. This would include participatory and consultative process for educational policy within a national vision.
- Encourage life-long professional development of educational staff.
- Modernize the outdated education system including linking between vocational, technical education, higher education and labour market.

The NDS emphasizes that education is central in addressing the challenges facing peace building. The project thus contributes to the NDS through training teacher trainers, updating curriculum and enhancing the quality of higher education.

The project's outcomes complement the benchmarks within the ICI in particular within the goals related to education under section 4.4.1.3.

II. Resources: *Financial Resources:*

In addition to Project's resources. The activities are implemented in partnership with MoHESR and MOE. Relevant in-kind contribution has been provided to ensure the multiplier effect trainings inside Iraq.

The project's original timeframe envisaged an implementation period of 18 months (July 2006 until January 2008) and has subsequently been extended four times; three six month extensions (19 Jan 08 - 19 July 08 / 19 July 08 - 19 Jan 09 / 19 Jan 09 – 19 July 09 respectively) followed by a final extension to 31 December 2010. A budget revision was approved on July 15 2009 in order to ensure the completion of project activities.

The training budget component has been decreased by US\$232,975 (20%) since all training related expenses were covered through contracts with TTNI partner universities. The funds were reallocated to the following budget components for the following reasons:

Contracts. The amount of US\$126,675 has been moved from the training budget to contract line. Effectively, there has been no change in planned training activities; contracts are issued with universities in order to carry out the training workshops. More funds are needed to ensure completion of multiplier effect training in Iraq through the development of training packages and on-line modules.

Personnel. The amount of US\$96,000 has been allocated to cover the consultancy services needed for the development of training package and teacher training strategy as well as to ensure continuity of staff during the period of the requested extension; Within budget line 1 the National Programme/Project Personnel line has been increased by US\$ 24,000; The International Consultant line has been increased by US\$72,000.

Travel. The Travel Component has been increased by \$10,000 to ensure the cost of travels to Iraq and partner universities for coordinating remaining project's activities.

Resources: Human Resources:

- a. National Staff: One National Officer, One Programme Assistant, one Consultant
- b. International Staff: One International Programme Manager.

III. Implementation and Monitoring Arrangements

UNESCO has been implementing project activities in close collaboration with Iraqi MoHESR, MoE, Ministry of Planning, Iraqi universities as well as international universities through the establishment of a Teacher Training Network for Iraq (TTNI). While the Ministry of Higher Education is responsible for the implementation of the training programs developed by UNESCO, participation from the Ministry of Education and Ministry of Planning has been instrumental in ensuring impact in the organization of multiplier effect training inside Iraq.

A Steering Committee has been nominated in partnership with Government of Iraq to ensure implementation of project activities. The Steering Committee include all relevant stakeholders: One focal point at the MoHESR, one focal point at the MoE, one focal point at the Ministry of Planning, and eight technical focal points from the colleges of science and education in the universities of Bagdad, Basra, Salahaddin, Baghdad.

The project relies on "Training of Trainers" methodology. In order to achieve project objectives, the MoHESR is responsible for the nomination of teaching staff that participate in the training programs. Clear guidelines have been drafted for each program to ensure the nomination of trainees as well as development of multiplier effect training plans to ensure the completion and monitoring of training activities inside Iraq. MoE and MoP contributed actively in the process of designing the medium term strategic plan for teacher education.

Procurement procedures utilized:

This project does not include procurement. No budget was allocated for this purpose in the approved project budget.

Details on the monitoring system(s):

UNESCO ensures constant monitoring and evaluation of project activities. The appointed Project Manager is responsible for organizing the various training programmes outside and ensures monitoring of training activities together with Iraqi Partner universities for the implementation of the multiplier effect trainings to be organized inside Iraq for additional university lecturers. Means of verification for monitoring and evaluation include training reports and official letters and emails submitted by partner universities and MoHESR.

Final external evaluation of the programme will take place to evaluate the impact of the programme against the set quantitative and qualitative targets. The methodology of the evaluation will be based on the analysis of actual outputs against the designed targets.

Report on any assessments, evaluations or studies undertaken.

The multi-donor Iraq Trust Fund (ITF), through whose auspices the project was funded, is due to close in 2012 and the donors have accordingly requested that the UN Country Team in Iraq conduct a Lessons Learned Exercise (LLE). The evaluation of the project Training of Teachers in Teacher Education for a Sustained Quality of Education in Iraq is being conducted within the framework of a large set of external evaluations of UN Agency ITF-funded projects; the results of these evaluations are intended to feed into the LLE, providing a basis for development effectiveness as well as programme/ project level operational effectiveness.

An external evaluation will be conducted at the end of the project. The evaluation approach will be based on the five principles that UNESCO lists as essential to the success of its programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability.

IV. Results**Output 1: A network of eight Iraqi institutions, four CoEs and four CoSs and 5 international higher education institutions created.**

A Teacher Training Network for Iraq was established and launched as per the signed Memorandum of Understanding and agreed Terms of Reference among the Network Steering Committee members in February 2007; The establishment of TTNI ensured completion of quality training activities and the long term sustainability of the project through the establishment of an official mechanism that links Iraqi universities and universities abroad. This will enable Network members to exchange information on teaching curricula and training courses, share capacity building knowledge and good practices, and transfer know-how and experience in the fields of teacher training.

Output 2: Training the trainers:

a. 308 participants from the CoEs and CoSs will take part in:

2a.1. Training in new teaching methodologies and pedagogy

2a.2. Crash courses in English language

2a.3. Crash courses in Computer skills

2a.4. Subject updating Crash courses

b. Training of core team of teacher trainers on Peace and Democracy.

2b.1. Fellowship for ten Iraqi candidates

The Project ensured the development of a critical mass of highly trained teacher trainers in four colleges of sciences (CoSs) and four colleges of education (CoEs) in the following institutions: Baghdad University (Capital), Basrah University (South), University of Al-Anbar (West), University of Salahaddeen- Erbil (North). 78 Lecturers from the Colleges of Education and Science were trained in ten subject areas ensuring the multiplier effect training inside Iraq of more than 200 trainers in the four partner universities. The multiplier effect training approach adopted in the project ensured strong impact and outreach of trainings. Trained professors are continuing the organization of training sessions inside their universities and are leading the upgrading process of national curricula.

Output 3: Curriculum Reform

3.1. An updated and modern curricula of international standard level.

3.2. New topics introduced to the curriculum to enhance the principles of democracy and Human Rights as well as environmental issues.

To achieve output 3, activities were merged in the four-in-one training of trainers' workshop designed under output 2a.1, 2a.4. New teaching methodologies were introduced by trained lecturers. Further support to this process is ensured by the development of teacher training packages on 10 subject areas including scientific and educational subjects. The training packages will be used for trainings inside Colleges of Education and Science in the Iraqi partner Universities and will constitute a useful tool for upgrading curricula in secondary education. A new department for Peace and Democracy was established in Salahddin University in June 2009. After completion of Master's Programme in Peacekeeping and human rights at the University of Torino, UNESCO Fellows returned to Iraq and were appointed lecturers on the subject of human rights in their respective universities (Basra, Salahddin, Bagdad.) Furthermore, after completion of Training of Trainers Workshop on Peace Education and Human Rights (Foggia, April 2008) Participants conducted multiplier effect training in the colleges of Education of the four partner universities, thus ensuring the training of peers and colleagues.

Output 4: Medium-term national strategy for teacher education adopted.

A National Steering Committee was appointed for the formulation of the teacher education strategy. Several technical meetings were held for the completion of the draft strategy. A comprehensive draft of the strategy has been completed and translated into English Language. A technical workshop to accomplish the formulation and validation of the National Strategic Plan for Teacher Education in Iraq will be held in June 2010.

<p>2a.2. Crash courses in English Language.</p> <p>2a.3. Crash courses in Computer Skills.</p>	<p>development of on-line training modules that will assist the master trainers in the Iraqi partner universities.</p> <p>Output 2a.2 has been successfully achieved. 20 Core university lecturers were provided crash course training in teaching English language. The master trainers undertook the training of 280 teachers' trainers inside Iraq on new methodologies for English teaching.</p> <p>Output 2a.3 has been successfully achieved. 20 Core university lecturers were provided training in ICDL, to enable them become master trainers in ICT and undertake the training of 280 colleagues inside Iraq.</p>	<p>100</p> <p>100</p>
<p>2. b. Fellowship of core team of teacher trainers on peace and Democracy.</p> <p>2b.1. Fellowships for 10 Iraqi Candidates</p>	<p>The fellowship program for peace, democracy and human rights in post conflict areas was established in partnership with the municipality of Turin, Italy.</p> <p>9 fellows successfully completed the Master's Degree Programme in Peacekeeping and human rights at the University of Torino, Italy. In 2009 UNESCO's supported 2 additional fellows from Iraq. The third edition of the Master's Fellowships Program started in December 2009 and will be completed in December 2010.</p>	<p>90</p> <p>90</p>
<p>3. Curriculum Reform</p> <p>3.1 An update and modern curricula of International standard level.</p> <p>3.2 New Topics Introduced to the</p>	<p>Activities merged in the four-in-one training of trainers' workshop under outputs 2a.1, 2a.4. New teaching methodologies will be introduced by trained lecturers through the development of Teacher Training Packages based on received trainings. First draft of 8 Training packages have been developed by the Iraqi partner universities during October – December 2009 for the updating of teaching methodologies and curricula upgrading including Chemistry, Physics, Mathematics, Environment, Geology, Special Education, Fine Arts, and Peace & Democracy. The developed packages are in the process of being reviewed by international technical experts of TTNI partner universities.</p> <p>A new department for Peace and Democracy was established in Salahddin University in June 2009.</p>	<p>80</p> <p>90</p>

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<p>curriculum to enhance the principles of Democracy and human rights as well as environmental issues.</p> <p>4. Medium term national strategy for teacher education adopted. (Formulation of a National Strategic Plan for Teacher Education in Iraq)</p>	<p>After completion of Master’s Programme in Peacekeeping and human rights at the University of Torino, UNESCO Fellows returned to Iraq and were appointed lecturers on the subject of human rights in their respective universities (Basra, Salahddin, Bagdad.) Furthermore, after completion of Training of Trainers Workshop on Peace Education and Human Rights (Foggia, April 2008) Participants conducted multiplier effect training in the colleges of Education of the four partner universities.</p> <p>One complete draft of the strategic plan for teacher education has been developed in cooperation with the established national committee, which includes MoHESR, MoE and MoP. Validation and adaptation of the strategy is expected to take place upon completion of the sector diagnosis undertaken within the framework of the National Education Strategy</p>	<p>70</p>
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nts, actions taken to mitigate future delays and lessons learned in the process.

Several issues contributed to the delay of project activities during the first two years, thus affecting implementation of all project activities. In this regard, lack of security and continuous changing of focal points caused major delay in the completion of the 10 Training of Trainers workshops, which benefited 80 lectures of Colleges of Education and Science. This activity could only be completed in April 2009. However, the objectives of the project will be achieved only through the consolidation of multiplier effect training of lectures and trainers inside Iraq.

Significant delays were encountered during the implementation process due to the following factors:

1- Repeated delays in the submission to UNESCO of requested information, especially with regard to nomination of officials to attend capacity building programmes or to become member of the committee that works on the Strategic Study on Teacher Training in Iraq. The implementation of several activities, therefore, was hampered because of the unavailability of senior staff and decision-making officials. Moreover, UNESCO faced many difficulties in the coordination with the MoHERS in Iraq, due to the change of the Project Focal points. The focal point is effectively responsible for all project coordination on the Iraqi side: communication with the universities, requesting and sending CVs from which the international universities select the master trainers, issuance of ministerial orders, etc.

2- Visas: The 4 in 1 Training workshops on 10 subjects were held at the 6 partner Universities (Buckingham University & Bangor University – UK, Alberta University – Canada, University College Dublin – Ireland, Foggia University – Italy, and Cairo University - Egypt). We often faced significant difficulty in obtaining the visas in a timely and predictable manner which resulted in postponements of trainings which resulted in delays in implementation.

3- The implementation of the project would be fully achieved only by arranging the multiplier effect trainings workshops inside Iraq, by which the master trainers who have participated in the international workshops duplicate these trainings in Iraq in order to transfer the knowledge they acquired to their colleagues. The Forty-eight Workshops should be held in Baghdad, Anbar, Basrah, and Erbil. Due to the security situation it was difficult to initiate the multiplier effect trainings on time, especially in Baghdad

and Anbar.

Key partnerships and collaborations

UNESCO is implementing project's activities in close collaboration with Iraqi MoHESR and with the partner Universities (Alberta, Foggia, Cairo, Bangor, Buckingham, University College Dublin). The International Universities are providing their expertise in all the activities implemented within the project and they have shown great dedication to the timely and successful implementation of the project.

Other highlights and cross-cutting issues pertinent to the results being reported on.

Gender:

The project encompasses a gender dimension in the extent that female participation in the trainings is consistently encouraged and built into the project document. In the English language training, 60% of the will-be master trainers were women, while in the computer skills enhancement session, the rate of participation was 45%.

Regarding the All in One Training Programmes, UNESCO always requests to have appropriate gender balance for participants, however this could not always be possible given the actual gender composition within MOHESR and Universities.

Additionally, training activities as well as curriculum reform address gender as a cross cutting theme, especially in relation to topics such as: Family Education; Special Education; Peace and Democracy; and Environmental Sciences.

Human Rights:

The project also focuses on the introduction of human rights and the principles of peace in the Iraqi curricula and helped the promotion of human rights and peace in education. Eleven fellowships have been provided for the Master's Degree programme in Peacekeeping at the University of Torino, Italy. A new edition of the Master's Fellowships Programme in Peacekeeping Management was initiated early December 2009 with UNESCO's support for 2 additional fellows from Iraq, and facilitating further participation from one student from Lebanon, and one from Palestine to the Masters in Peacekeeping Management with funding from the local municipality of Torino. Moreover, as part of the skills developed and trainings delivered within the scope of the studies in peacekeeping management in Torino, beneficiaries have been given a first aid course by the Italian Red Cross as well as field training on self-protection and field activities in Post-Conflict operations.

Employment:

A key element for tackling unemployment is through the development of skills that should lead to job opportunities. Many lecturers in Iraqi tertiary institutions have left their jobs due to unsatisfactory conditions, and Iraq will continue to face the challenge of very high unemployment. Teacher training under this programme will provide the lecturers with the right tools to make their job more effective and as a result more enjoyable. Future trainers will be skilled to face the demands of a modern teaching workforce.

V. Future Work Plan

Projected activities and expenditures for the following reporting period (1 January-31 December 2010)

Planned activities include as follows:

Output 1. Consolidation of the Teacher Training Network for Iraq - TTNI. To ensure sustainability of the network, technical assistance and IT equipment need to be provided to partner universities inside Iraq for the creation of on-line training centres for teacher education. Relying on the support of partner universities and building on the completed IT trainings and the developed network, the on-line training centers will be a platform for knowledge sharing in teacher education and will be connected to the already established UNESCO/Avicenna Virtual Campus to ensure long-term sustainability of TTNI. A second steering committee meeting will be held in Amman, Jordan in August 2009, to renew the MoU and finalize project activities. TTNI Partner Universities connected through on-line tools using website of AVICENNA Virtual Campus (December 2010)

Outputs 2 a1, 2 a4, 3.1, and 3.2. Subject Updating and Multiplier-Effect trainings in Iraq. Multiplier effect trainings workshops were expected to be held at the universities of Baghdad, Al-Anbar, Basrah, and Salahaddin in Erbil upon completion of the four-in-one training of trainers workshops. Despite UNESCO's support to the Iraqi universities, limited trainings were conducted inside Iraq. The requested extension will ensure the completion of project activities to enable Iraqi universities to effectively run multiplier-effect trainings at their institutions, while successfully ensuring the updating and modernisation of their curricula and teaching methods. Remaining activities include:

- Development of on-line teacher training modules in the field of sciences and humanities based on the methodologies developed in the four-in-one training of trainers workshops (June 2010).
- Connection of Iraqi partner universities to UNESCO/Avicenna Virtual Campus for the running of teacher training modules inside Iraq (July 2010)
- Completion of multiplier effect trainings of 280 lectures and trainers through the developed on-line training courses for teacher education (October 2010)
- National seminar to bring together partner universities to assess the developed on-line teacher training modules (December 2010)

Fellowships on democracy and human rights in post conflict areas: A new edition of the Master's Fellowships Program started in December 2009. The one year master programme will be completed in December 2010;

Formulation of a National Strategic Plan for Teacher Education in Iraq: UNESCO Iraq Office together with UNICEF and WB is currently supporting the MoE and MoHESR in the development of the national education strategy. As agreed with Iraqi concerned Ministries the development of the sub-sector strategy concerning Teacher Education has to be in line with the ongoing development of the national strategy for education. To this end, more time will be needed for the timely development of the strategy for teacher education. A training workshop will be organised to revise and align the developed draft strategic plan to national education priorities (June 2010.)

External Evaluation: External evaluations were postponed since multiplier effect trainings inside Iraq are still pending. The requested extension will also allow for the completion of this activity within the proposed timeframe and work plan. (December 2010)

- Indicate any major adjustments in strategies, targets or key outcomes and outputs planned.

Main coordination related problem with national institutions (MoHESR and universities) have been solved. Activities for 2010 are expected to take place according to identified work plan.

VI. Performance Indicators (optional)

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Means of Verification	Comments (if any)
IP Outcome 1 <ul style="list-style-type: none"> Create a teacher training network for Iraq. 						
IP Output 1.1 A network of eight Iraqi institutions, four CoEs and four CoSs and 6 international higher education institutions created.	Number of meeting to launch Teacher Training Network for Iraq (TTNI) held.	Not available	Bring together the project partners and discuss the project implementation.	2 steering committees meeting held for partner universities.	UNESCO / MoHESR Implementation progress reports. Workshop reports	
	Number of network established	Not available	Provide technical support to the TTNI by sharing information among network members.	1 Teacher Training Network for Iraq-TTNI established.	Evaluation reports	
IP Outcome 2 Create a critical mass of highly trained teacher trainers in four colleges of sciences and four colleges of education.						
Training the trainers: 308 participants from the CoEs and CoSs will take part in : 2a.1.Training in new teaching methodologies	Number of Trained teacher trainers	Not available	308 participants from the CoEs and CoSs of 4 universities	270 Trainers and Lecturers trained in 10 scientific and educational subjects	UNESCO / MoHESR Implementation progress reports. Questionnaire on the	

and pedagogy 2a.2.Crash courses in English language 2a.3.Crash courses in Computer skills 2a.4. Subject updating Crash courses			20 Lecturers trained in teaching English Language 20 Lecturers Trained in Computer Skills	20 core university lecturers were provided training in English language and 20 core lecturers in IT skills, to enable them become master trainers and undertake the training of 280 colleagues back in Iraq	evaluation of training programmes Qualitative studies on teacher training curricula	
Training of core teams of teacher trainers on Peace and Democracy. (Fellowships for ten Iraqi candidates).	Number of fellowships on Peace and Democracy Subjects.	Not available	10 Fellows	9 Iraqi fellows has completed their study and got the Master degrees in Peace, Democracy, and Human Rights from Torino University in Italy.	Evaluation reports of the master's programme	
<p>IP Outcome 3</p> <ul style="list-style-type: none"> 13 training packages prepared including (math, physics, biology, chemistry, environment, geology, special education, fine arts, family education, peace and democracy, English, computer skills, and curriculum reform) 						
Training the trainers: participants from the CoEs and CoSs taking part in the training programmes on new teaching methodologies and pedagogy, subject update, curriculum	Number of training material developed	Not available	10 Teacher Training Packages	10 Draft Training Packages completed		The training programmes on new teaching methodologies, subject update, curriculum reform, and training packages development were merged as part of the one training workshop for

reform, and training packages development.						duration of 17 working days for cost and effort saving.
IP Outcome 4 National strategy plan for teacher education formulated and formalized.						
Medium-term National Strategy for Teacher Education adopted.	Number of strategies adopted	Not available	One Strategic plan adopted	One complete draft of the strategic plan developed and translated into English language.		
	Number of events	Not Available	One workshop on the strategic planning will be organized benefiting 10 Iraqi officials to finalize the Strategic Plan for Teacher Education.	0		Expected to take place in June 2010

VII. Abbreviations and Acronyms

- List the main abbreviations and acronyms that are used in the report.
- **MoHESR:** Ministry of Higher Education and Scientific Research
- **MoP:** Ministry of Planning
- **MoE:** Ministry of Education
- **TTNI:** Teacher Training Network for Iraq.