



EXTERNAL EVALUATION REPORT

Training of Trainers in Teacher Education for a Sustained Quality Education (B1-23)

**Submitted to
UNESCO Iraq Office**

**Presented by:
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June 2010

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GLOSSARY OF ABBREVIATIONS

CoEs	Colleges of Education
CoSs	Colleges of Science
GoI	Government of Iraq
ITF	Iraq Trust Fund
LFA	Logical Framework Analysis
LLE	Lessons Learned Exercise
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoHESR	Ministry of Higher Education and Scientific Research
MoPDC	Ministry of Planning and Development Cooperation
PDM	Project Design Matrix
PLC	Professional Learning Community
PMF	Performance Measurement Framework
PSC	Project Steering Committee
TA	Technical assistance
ToT	Training of Trainers
TTNI	Teacher Training Network for Iraq
UNESCO	United Nations Educational, Scientific and Cultural Organization

EXECUTIVE SUMMARY

The project of Training of Trainers in Teacher Education for Sustained Quality Education started in July 2006, and will run until the end of December 2010. The project is being implemented by the UNESCO Iraq Office (Amman), with a total budget of USD \$2,325,116. The project aims to enhance pre-service teacher education in Iraq through: the development of a teacher training network for Iraq; the creation of a critical mass of highly qualified teacher trainers; the establishment of modern and updated curricula for colleges of science and education; and the formulation of a national strategy for teacher education

This report presents a formative evaluation of the project, conducted in May 2010, at the request of UNESCO, Iraq Office, as part of a broader programme evaluation. The evaluation covers five key criteria: efficiency, effectiveness, relevance, impact, and sustainability.

The project is on track to achieve its numerical targets, as outlined in the project documents. Key achievements of the project include:

- Establishment of an institutional network consisting of eight Iraqi colleges of science and education, and five international partner universities
- Training of teacher trainers in teaching methods, subject matter updating, and curriculum reform, as well as computers and English (target of 308 trainers will likely be reached)
- Development of training packages in each of the 10 mandated content areas (covering science and education topics)
- Development of a National Strategic Plan for Teacher Education

The key challenges outlined in project documents are all external. The security situation inside Iraq was a critical challenge. Challenges in obtaining documents, visas, and cooperation around the sound selection of participants were also cited. This evaluation has also identified challenges with respect to the rigor with which the principles of results-based management are applied.

Summary of Findings, Lessons Learned, and Recommendations Stemming from the Formative Evaluation of the Training of Trainers in Teacher Education for Sustained Quality Education Project:

- **Objective 1: Create a Teacher training network for Iraq:**

FINDING 1: The TTNI reflects a major achievement of the project in terms of connecting Iraqi academics with peers outside of Iraq, however the substantive activities of the network have been limited, and its ultimate sustainability remains to be demonstrated.

LESSON LEARNED 1: The concept of professional and institutional networking is viable in Iraq.

RECOMMENDATION 1a (for UNESCO, Iraq Office): That in the remaining months, concerted effort is focused on invigorating the TTNI, and especially its online component.

RECOMMENDATION 1b (for UNESCO, Iraq Office; MoHESR; and ITF Administrators): That the previously conceived Iraqi University Networking Project be revisited and possibly reestablished.

- **Objective 2: Create a critical mass of highly qualified teacher trainers**

FINDING 2: Most of the numerical targets associated with Objective 2 have been, or will have been reached by the end of the project. However, the core result—the creation of a critical mass of highly qualified teacher trainers—most likely will not be achieved.

LESSON LEARNED 2a: Participants and lecturers both are open and receptive to new teaching methods.

LESSON LEARNED 2b: Compromises in process can seldom be made without compromises in results.

RECOMMENDATION 2a (for UNESCO, Iraq Office): That a more continuous approach to capacity development be utilized for this, and other, teacher education projects.

RECOMMENDATIONS 2b (provided by Foggia University following the 4-in-1 training):

- a) Participant's knowledge of English needs to be screened

- b) Heterogeneity of the group was borderline problematic
- c) Timing and scheduling of the courses
- d) Planning weekly schedules with free time on weekends
- e) Fixing dates well in advance

FINDING 3: The fellowship program has achieved mixed results. While it has delivered some important benefits and support to the Iraqi higher education system, the program has also faced some challenges in terms of reaping the maximum benefit from related investments.

LESSON LEARNED 3: Implementing activities in relative isolation from one another limits their contributions to the aggregation and rolling up of results.

RECOMMENDATION 3a (for UNESCO, Iraq Office): That logical/reasonable interconnections between activities, as well as contributions to intermediate results are documented in project reports.

RECOMMENDATION 3b (for UNESCO, Iraq Office): That the fellowship program alumni be invited to support the upcoming multiplier affects training on peace and democracy.

RECOMMENDATION 3c (for MoHESR): That the qualifications of the fellowship alumnus referenced above be acknowledged officially.

- **Objective 3: Establish modern and Updated curricula for the Colleges of Science (CoSs) and Colleges of Education (CoEs):**

FINDING 4: The project's curriculum reform work was undertaken very late in the project timeline and consequently scaled back. The result has been a useful, though much less ambitious approach—the development of replicable training packages.

LESSON LEARNED 4: Moving forward on mutually complementary activities at the same time can make the process easier for both.

RECOMMENDATION 4 (for UNESCO, Iraq Office): The current project direction vis-à-vis curriculum development is sound and appropriate.

FINDING 5: The curriculum development work has suffered in efficiency due to lack of proactive planning and scaffolding.

LESSON LEARNED 5: In all activities along the results chain, and particularly those culminating in the delivery of knowledge products, begin with the end in mind.

RECOMMENDATION 5a (for UNESCO, Iraq Office): The current project direction vis-à-vis curriculum development is sound and appropriate—stays the course.

RECOMMENDATIONS 5b (from field data participants):

- Training packages should be developed for computers (ICDL) as well as English, similar to the packages developed for the 10 targeted content areas (two references in the data).
- 4-in-1 training as well as package development should take place in areas linked to institutional development such as university administration, electronic management systems, and leadership (two references in the data).

- **Objective 4: Formulate a national strategy plan for teacher education:**

FINDING 6: The work surrounding Strategic Plan for Teacher Education is following an appropriate course in terms of its alignment with the National Education Strategy, but the delays in the latter jeopardize the adoption of the former.

LESSON LEARNED 6: Planning activities which rely heavily on factors outside the control of the project puts those activities in jeopardy.

RECOMMENDATION 6 (for project management): That the project be prepared to recast the Strategic Plan for Teacher Education in a slightly different format, if it becomes necessary to close the project before the strategy can be adopted.

Efficiency:

FINDING 7: The project has experienced a number of delays in implementation, but should not be judged poorly for this in terms of efficiency.

LESSON LEARNED 7: Efficiency needs to be considered alongside security in an implementing context like Iraq

RECOMMENDATION 7: UNESCO: For future projects, a much more sophisticated risk register should be developed

FINDING 8: The original project design provided a coherent and mutually complementary set of project targets and activities; however it was overly ambitious, resulting in operational inefficiencies.

LESSON LEARNED 8: A well-designed project must have not only a coherent set of results and activities, but also a suitable timeframe and budget in light of the implementation context

RECOMMENDATION 8a (for UNESCO, Iraq Office; ITF administrators): Educational programming should continue in Iraq, but the programming should focus on larger-budget, longer timeframe projects, rather than short projects with less \$3 million.

RECOMMENDATION 8b (for UNESCO, Iraq Office): That the project should be provided with sufficient time and funds to complete the current set of activities, even if this must go on past December 2010

FINDING 9: The merging of activities into the 4-in-1 training, justified in project documents in terms of efficiency, has been a false economy.

LESSON LEARNED 9: Any savings in terms of time or money should be measured against sacrifices in the program delivery, to determine the point of optimal returns within the big picture of the project mandate.

RECOMMENDATION 9 (for UNESCO and TTNI partners): That during the remaining months of implementation, additional attention is paid to the provision of follow up support.

FINDING 10: While the results of the project justify the level of investment of the project budget, the implementation has not been optimal from the standpoint of cost-effectiveness.

LESSON LEARNED 10: Opportunities for added efficiencies usually reveal themselves after the fact.

RECOMMENDATION 10 (for UNESCO, Iraq Office): That when the security situation inside Iraq does not allow for in-country training, alternatives be explored in order to limit the expense of sending large numbers of participants overseas for training.

FINDING 11: Project monitoring and reporting has not been sufficient for effective results-based management

LESSON LEARNED 11: Effective results-based management can only take place when the management has a clear and current understanding of the project's developmental results.

RECOMMENDATION 11 (for UNESCO, Iraq Office): That the project office revisit its approach to RBM, and the role of M&E within it.

FINDING 12: The limited project presence inside Iraq has limited the results of the project's capacity development interventions

LESSON LEARNED 12: Implementing projects remotely is a challenge, and constantly changing focal points makes it hard to rely on in-country ministerial coordinators

RECOMMENDATION 12 (for UNESCO, Iraq Office): That alternatives be explored for increasing in-country presence

FINDING 13: The TTNI project is substantively linked with other UNESCO programming in the teacher education subsector, and opportunities exist for meaningful synergy.

LESSON LEARNED 13: Related programs need not stand alone. They will reach higher if they give each other a boost.

RECOMMENDATION 13a (for UNESCO, Iraq Office): That programme level information referencing the logframes of other related projects be included in core project documents as an appendix, as a reminder of country programming and the overall results chain.

RECOMMENDATION 13b (for UNESCO, Iraq Office): That a database of knowledge products from each project be developed, with items tagged appropriately according to beneficiary group, content matter, use cases, and so on for easy retrieval.

Effectiveness:

FINDING 14: The project is currently working well to end smoothly and reap the most from the investments and activities completed to date.

RECOMMENDATION 14: As above, Recommendation 8B: The project should be provided with sufficient time and funds to complete the current set of activities, even if this must go on past December 2010.

FINDING 15: The original concept for the project appears to have been sound, but this concept and strategic information pertaining to the project logic and results chain are not adequately captured in the logframe or related documentation. As such, as the project has been implemented, and with turnovers in leadership on both the UNESCO and Iraqi sides, implementation has become increasingly activity-oriented.

LESSON LEARNED 15: Project strategies around the aggregation of results should be reflected in project documentation in order to avoid being lost.

RECOMMENDATION 15 (for UNESCO, Iraq Office): That more attention be given to the documentation of project logic and strategies for achieving results

FINDING 16: The approach to capacity development which has been implemented by this project is not optimized for the implementation context.

LESSON LEARNED 16: Implementation strategies must be appropriate to both the content of the project, and the context in which it is being implemented.

RECOMMENDATION 16 (for UNESCO, Iraq Office): That alternative and complementary capacity development models be explored, in order maximize the benefit of training delivered.

Relevance:

FINDING 17: The project is doing good and important work, in a challenging implementation context, and in line with relevant frameworks and the needs of the beneficiary groups. In particular, the creation of a multi-purpose international network of universities, linking the Iraqi Diaspora with their in-country peers, is a key—perhaps watershed—accomplishment

LESSON LEARNED 17: as above under Objective 1, Lesson Learned 1: The concept of professional and institutional networking is viable in Iraq

RECOMMENDATION 17 (for UNESCO, Iraq Office): That the TTNI be viewed not only an achievement, but also as an entry point for additional activities in the future

FINDING 18: The project design makes due reference to background documents and agreements, and specific details related to the project implementation have been determined through consultation with national partners in response to emergent needs

LESSON LEARNED 18: In a dynamic implementation context, a willingness to be responsive results in new opportunities for achieving results

RECOMMENDATION 18 (for UNESCO, Iraq Office): That a final evaluation of this project be conducted in conjunction with a needs assessment to feed into the next project.

FINDING 19: Coordination with the three involved ministries was sufficient but a high degree of partnership is not apparent.

LESSON LEARNED 19: With constantly changing focal points, it is difficult to develop and maintain working relationships with project partners

RECOMMENDATION 19a (for UNESCO): That a more proactive role be taken in coordinating the project between the involved ministries.

RECOMMENDATION 19b (for partner ministries): That a permanent focal point be provided for each project.

RECOMMENDATION 19c (for UNESCO, MoHESR and MoE): That consideration be given to the development of an MoU between MoHESR and MoE covering, at least, matters related to pre-service teacher education.

Impact:

FINDING 20: The project is currently on track to achieve good results under each of the four mandated objectives, and will likely reach numerical targets for activities; however, the impact of the activities will likely fall well short of what was originally anticipated.

LESSON LEARNED 20: Anticipated results, as well as targets and indicators, should be formulated to provide a clear view of what the project sets out to achieve.

RECOMMENDATION 20a (for UNESCO, Iraq Office; ITF administrators): As above, Recommendation 8B: That the project should be provided with sufficient time and funds to complete the current set of activities, even if this must go on past December 2010.

RECOMMENDATION 20b (for UNESCO, Iraq Office; ITF administrators): That in the future sufficient budget allocations are made to M&E to allow for the development of a more sophisticated log frame and performance measurement framework which outlines performance-oriented developmental results.

FINDING 21: Field data collection indicates a general satisfaction with the work of the project, particularly among those individuals directly involved in capacity development initiatives.

Lesson Learned 21: The personal impact of project interventions can be felt even when challenges may be faced during implementation

FINDING 22: The project has been achieving good results at the individual level and has activities in place to create systemic supports for the reform initiatives; however there appears to be a gap at the institutional (university/college) level which, if not addressed, will limit the impact of other results.

LESSON LEARNED 22: Capacity development needs to be balanced between individual, institutional, and systems levels.

RECOMMENDATION 22: That future projects include contents related to institutional capacity development.

FINDING 23: There are large disparities in the apparent results achieved in the four target governorates.

LESSON LEARNED 23: Project interventions achieve different levels of results in different contexts.

RECOMMENDATION 23 (for UNESCO, Iraq Office): That program delivery is differentiated according to needs.

FINDING 24: The results of the project's capacity development initiatives have been strongly influenced by the selection of participants from national partner universities.

LESSON LEARNED 24: A number of competing agendas impede the selection of ideal participants, especially for overseas training

RECOMMENDATION 24a (for project partners): That more care needs to be given to the transparent, criteria-based selection of participants.

RECOMMENDATION 24b (for training providers): That wide heterogeneity among participants be planned for, and that training be used openly as an opportunity to demonstrate the principles of effective inclusive and differentiated instruction.

RECOMMENDATION 24c (for UNESCO, Iraq Office, and ITF administrators): Those budgetary provisions be made to accommodate translation and interpretation for any overseas training which will take place in English

FINDING 25: The project has supported gender-related goals, but has missed opportunities for mainstreaming gender and other cross-cutting issues.

LESSON LEARNED 25: When a strategy for the mainstreaming of cross-cutting issues isn't articulated, opportunities for supporting those issues are more likely to be missed.

RECOMMENDATION 25 (for UNESCO, Iraq Office): That a mainstreaming approach for the support of cross-cutting issues such as gender be pursued.

Sustainability:

FINDING 26: Formal measures to ensure sustainability of investments are not yet sufficient.

LESSON LEARNED 26: Sustainability planning should take place well before the end of the project.

RECOMMENDATION 26 (for UNESCO, Iraq Office): That UNESCO draft, as soon as possible, a sustainability and exit strategy for the project, suggesting the responsibilities of the different stakeholder groups, and circulate it to PSC members for feedback prior to the next PSC meeting.

FINDING 27: The project as implemented focused on individual level capacity development. As such, while the individuals trained will no doubt sustain their new knowledge and skills, the institutional capacity is lacking to make best use of these investments.

LESSON LEARNED 27: Institutionalization of capacity development needs to be planned for and supported

RECOMMENDATION 27 (for UNESCO, Iraq Office): That future projects plan early for the institutionalization of capacity development, helping participants move from training, to application of new knowledge and skills, to supporting them to institutionalize the new knowledge and skills in their workplace.

SECTION 1: INTRODUCTION

The project of Training of Trainers in Teacher Education for Sustained Quality Education started in July 2006, and was originally planned to end in January 2008. It has subsequently been extended four times: three six-month extensions (January to July 2008; July 2008 to January 2009; and January 2009 to July 2009), followed by a final extension until the end of December 2010.

The **developmental goal**, or aim of the project is to support the MoHE and the MoE in providing quality teacher education and therefore to improve the quality of secondary education in Iraq as referred in the UN Assistance Strategy for Iraq and Iraq's National Development Strategy.

In order to achieve this goal, the project identifies four key objectives:

1. Create a teacher training network for Iraq
2. Create a critical mass of highly qualified teacher trainers.
3. Establish modern and updated curricula for the Colleges of Science (CoSs) and Colleges of Education (CoEs).
4. Formulate a national strategy plan for teacher education.

The project is being implemented by the UNESCO Iraq Office (Amman) on behalf of the Iraqi beneficiaries, with a total budget of USD \$2,325,116. The project is targeting four colleges of science and four colleges of education, in the governorates of Baghdad (Resafa), Basra (Basra), Anbar (Rumadi) and Erbil (Erbil). UNESCO has been implementing project activities in close collaboration with the Iraqi Ministry of Higher Education and Scientific Research (MoHESR), the Ministry of Education (MoE), the Ministry of Planning and Development Cooperation (MoPDC), Iraqi universities, as well as international partners who are members of the Teacher Training Network referenced in Objective 1. While the MoHESR is responsible for the implementation of the project in cooperation with UNESCO, participation of the MoE and MoP have been ensured through the steering committee stipulated in the project's management arrangement, which also includes representatives from the technical focal points of the project's partner institutions.

The Evaluation Consultant has reviewed project documents which include:

- Project activity reports
- Progress reports: quarterly, semi-annual and annual reports
- Project steering committee (PSC) meeting minutes

In addition to the above reports, the following were also examined:

- UN Assistance Strategy for Iraq (2005-2007)
- UN Millennium Development Goals
- Joint Needs Assessment 2004
- Iraq National Development Strategy
- Iraq Education in Transition: Needs and Challenges (2004)

SECTION 2: PROJECT DESCRIPTION

Project Background

Introduction and Context - The Project Context:

In the 1980's, the Iraqi education system was recognized as one of the most developed systems in Arab countries. However, nearly two decades of conflict, unstable political conditions and an extremely volatile security situation have taken a considerable toll. The Iraqi education system faces critical shortcomings in many areas. Furthermore, instability and lack of security have undermined the normal academic activity in Iraqi universities and triggered an unexpected brain drain that has further undermined the educational opportunities of Iraqi students.

In Education, UNESCO Iraq projects take a sector-wide approach, intervening in the fields of basic, secondary, tertiary, technical and vocational and non-formal education to support the rehabilitation of the sector through increasing access to education, promoting life-skills, reversing the growing trends of illiteracy among the population and declining female participation. UNESCO implements projects oriented around three main objectives: 1) Assisting authorities to stabilize the educational situation in the country (i.e. supporting the examination process); 2) Strengthening key sectors within secondary and vocational education according to reconstruction needs; and 3) Providing urgently required materials such as textbooks. UNESCO's major achievements include: printing of 9 million new textbooks; assisting IDPs/refugee populations through the creation of a website containing digital versions of textbooks.

One key concern for both the Government of Iraq and UNESCO is to ensure access to and quality of education. "Training of Trainers in Teacher Education for Sustained Quality Education" is one of the projects in the field of education designed to assist in enhancing teacher education through supporting the higher education sector in Iraq. The project is implemented within the framework of the Iraq Trust Fund, a multi-donor trust fund established in 2004 to channel resources for the reconstruction of Iraq and the main source of funding for UN activities in the country. For more information, please consult the Trust Fund's website at <http://www.irffi.org>. The overall objective of the project is to build the capacity of selected Iraqi universities (the Universities of Baghdad, Al-Anbar, Salah Al Din, and Basra) in order to enhance the quality of teacher education and create a critical mass of highly qualified teacher trainers who will ensure quality of teacher education in the reform process.

Project Rationale

The project Training of Teachers in Teacher Education for a Sustained Quality of Education in Iraq was elaborated and launched in 2006 to enhance the quality of education for beneficiaries as per the then existing joint UN Assistance Strategy for Iraq that governed the work of the former UN Cluster for Education and Culture as well as the relevant UN Millennium Development Goals. This is apparent in the project's activities: organizing the necessary capacity building programmes for educational staff in four representative universities, providing workshops for university lecturers that seek to upgrade their knowledge and enable them to reform curriculum and formulate training packages in accordance with the new updates in each subject matter. As mentioned, the concept of the project relies significantly on "Training of Trainers" methodology.

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. As such, the project uses education as a means to address the first MDG of "eradicating extreme poverty and hunger." As well, the project is striving to enhance MDG 3 of "promoting gender equality and empowering women" in education. The project also endeavors to achieve a central EFA Goal: progress towards better quality in education. Through developing

ICT skills in project participants, the eighth MDG of “making available the benefits of new technologies” is also addressed.

Timeline and Budget

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.

Budget: USD 2,325,116

Funds committed as at end March 2010: \$ 2,013,310 (86.59%)

Funds disbursed as at end March 2010: \$ 1,796,984 (77.29%)

Implementation Modalities

The project is managed from Amman, the core team consisting of an (International) Project Officer and a (National) Programme Assistant, with backstopping from core office services and management. UNESCO implements project activities in close collaboration with the Iraqi Ministry of Higher Education and Scientific Research (MoHESR), the Ministry of Education (MoE), the Ministry of Planning and Development Cooperation (MoPDC), Iraqi universities as well as international partners who are members of the Teacher Training Network for Iraq. While the Ministry of Higher Education is the responsible for the implementation of the project in cooperation with UNESCO, participation from the Ministry of Education and Ministry of Planning was ensured through the steering committee stipulated in the Management Arrangement.

The steering committee for the project comprises all parties mentioned (one official from the MoHESR, one official from the MoE, one official from the MoP, four technical focal points from the colleges of science, four technical focal points from the colleges of education, UNESCO and 6 focal points from the international institutions).

In the context of the project objectives, the MoHESR identified teaching staff to participate in training courses. Both MoE and MoPDC are part of the steering committee and contributed actively in the design of the medium term strategic plan for teacher education. The material to be developed under the project (Training Packages) was developed by Iraqi Teacher Trainers assisted and monitored by international experts. All training activities which do not involve international partners (which are mainly English and IT skills updating courses) have been organized in Amman – rather than in Iraq, as initially planned and indicated in the project document. This is mainly due to the security context in Iraq that severely constrains UNESCO’s staff ability to be on site to ensure supervision.

Project Objectives and Activities

The project’s anticipated results and activities are not consistently recorded in the project documents. For the purposes of this evaluation, it was necessary to create a framework by which to understand and analyze the project implementation, and as such, the following results and activities have been selected as generally reflective of the majority of project documents, and in line with the mandated concept of the project, as articulated in the early project documents.

The development goal of the project is as follows:

The aim of this project is to support the MoHE and the MoE in providing quality teacher education and therefore to improve the quality of secondary education in Iraq as referred in the UN Assistance Strategy for Iraq and Iraq’s National Development Strategy.

The project can be understood in terms of four objectives, forming the different, though inter-related and interdependent, and components of the work.

- *Objective 1: Create a Teacher training network for Iraq*
- *Objective 2: Create a critical mass of highly qualified teacher trainers.*

- *Objective 3: Establish modern and updated curricula for the Colleges of Science (CoSs) and Colleges of Education (CoEs).*
- *Objective 4: Formulate a national strategy plan for teacher education.*

These objectives are in turn operationalized in terms of 12 outputs (immediate results).

- *Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and 5 international higher education institutions created.*
- *Output 2.a Training the trainers: 308 participants from the CoEs and CoSs will take part in :*
- *Output 2a.1.Training in new teaching methodologies and pedagogy*
- *Output 2a.2.Crash courses in English language*
- *Output 2a.3.Crash courses in Computer skills*
- *Output 2a.4. Subject updating Crash courses*
- *Output 2. b Training of core team of teacher trainers on Peace and Democracy.*
- *Output 2b.1 Fellowship for ten Iraqi candidates*
- *Output 3. Curriculum Reform*
- *Output 3.1 An updated and modern curricula of international standard level.*
- *Output 3.2 New topics introduced to the curriculum to enhance the principles of democracy and Human Rights as well as environmental issues.*
- *Output 4. Medium term national strategy for teacher education adopted*

Regarding the inconsistencies in the results framework of the project between documents, it is worth noting here that the differences are sometimes merely semantic, but sometimes quite meaningful. A full analysis of the differences has not been undertaken, but a partial analysis was undertaken by the evaluator at the outset of the desk review in an attempt to better understand the project.

SECTION 3: EVALUATION PURPOSE AND SCOPE

The multi-donor Iraq Trust Fund (ITF), through whose auspices the project is funded, is due to close in 2012. Therefore, a Lessons Learned Exercise (LLE) exercise is being undertaken by the UN Country Team in Iraq. The evaluation of the *Training of Teachers in Teacher Education for a Sustained Quality of Education in Iraq* project is being conducted within the framework of a larger set of external evaluations of UN Agency ITF-funded projects, which are intended to feed into the LLE and provide a basis for project and program development and effectiveness. As the project is ongoing, this should be considered a formative evaluation, intended to determine the progress towards anticipated results with a view to providing recommendations for corrective actions which can be taken over the remainder of the implementation period, as well as more general recommendations to improve implementation modalities and inform similar future initiatives which may potentially be undertaken by UNESCO in support of the reconstruction of higher education in Iraq.

In addition, the results of the evaluation will be circulated to the principal donor and relevant sections at UNESCO Headquarters and posted online on the office website as well as the ITF UNDG website at UN headquarters in New York. It is also expected that this formative evaluation will contribute substantially to the eventual final evaluation which will be conducted at the project's conclusion.

The evaluation approach has been based on the five principles that UNESCO lists as essential to the success of its programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability.

Evaluation Objectives

The overall objective of this evaluation exercise shall be to address the following basic issues:

- (i) To what degree have the program objectives been attained over time thus far?
- (ii) Is the program cost-effective?
- (iii) Is the amount of benefits being delivered the right amount?
- (iv) Are there areas requiring immediate adjustment?
- (v) Are there any lessons learned/good practices identified thus far that could inform future similar interventions?

SECTION 4: EVALUATION METHODOLOGY

Evaluation Approach

The evaluation team has focused this formative assessment and analysis on the progress of the project towards the anticipated results laid out in the logical framework, and in relation to the five evaluation criteria of: efficiency, effectiveness, relevance, impact, and sustainability. The relationship between these criteria and the project design matrix (PDM) is outlined in Table 2 below.

Table 2: The Relationship between PDM and Evaluation Principles (criteria)

Evaluation Criteria					PDM
<i>Relevance</i>	<i>Effectiveness</i>	<i>Efficiency</i>	<i>Impact</i>	<i>Sustainability</i>	
					<i>Main objectives</i>
					<i>Specific objectives</i>
					<i>Outputs</i>
					<i>Activities</i>
					<i>Inputs</i>

In order to conduct this evaluation exercise, the evaluation team has focused on examining and analyzing the documentation provided by UNESCO and other stakeholders, as well as quantitative and qualitative data collected during field visits. The has looked at the implementation progress and quality of services provided in the project, to identify the extent to which it is progressing towards the achievement of anticipated results, and according to plans (timeline, scope and budget).

Data collection tools were designed for this purpose, in order to gather meaningful data from a representative sample of stakeholders. This sample took into account gender, location (governorate), institution, administrative levels, and functional roles within the project as well as an exploratory sample of students. These tools included both survey questionnaires and interview protocols and were included for reference in the Inception Report.

Evaluation Design

This formative evaluation was outsourced to Stars Orbit Consultants (SOC), which coordinated the evaluation exercise with the UNESCO Iraq Office in Amman. The evaluation team consisted of a remotely based, subcontracted technical advisor and an in-country team from SOC, which carried out data collection activities in the four targeted governorates, and conducted preliminary analyses. The technical advisor, referred to as “the evaluator” in this report, was responsible for the design of the study, the development of the required tools, the detailed analysis of data, and the writing of reports. Throughout the evaluation, SOC took responsibility for coordination and liaison between parties, as well as translation of materials between English and Arabic.

The evaluator conducted a desk review of the materials provided by UNESCO prior to the writing of the Inception Report, and produced questionnaires and interview protocols targeting an appropriate sample of stakeholders (including government officials, higher education institutions administrators, professors/trainers, project staff, and students. The questionnaires were formulated to include open-ended questions which allow for a high degree of flexibility in responses, and to cover the full scope of project interventions and evaluation criteria so as to allow for triangulation of observations.

Data Collection Methods

The data collection for this study involved both quantitative and qualitative methods, with an emphasis collecting a sufficient variety of *types* of data from a sufficient range of *sources*, rather than a prescriptive adherence to a given methodological design. This balanced and well-rounded approach has allowed for triangulation, and the drawing of meaningful conclusions with respect to the project implementation and results achieved to date. Data was collected using the following methods:

1) Document review:

The evaluation team reviewed a wide range of documentation, reports, and deliverables, including those developed within the Training of Trainers in Teacher Education for Sustained Quality Education project as well as more general documents related to the context of teacher education in Iraq. A list of these documents is included in Annex B.

2) In-depth interviews

In-depth interviews were conducted face-to-face with project stakeholders or over the phone in the case of interviews with stakeholders outside Iraq, within the loose structure of participant-specific interview protocols. These protocols consisted of open-ended questions, and detailed probing questions to guide the evaluation team to further explore key areas of interest. The evaluation team used project-related information and the evaluation framework as a reference in order to guide the discussion to cover relevant areas. A list of interview participants is included in Annex B.3 of this report.

3) Focus group sessions:

The evaluation team also conducted focus group sessions in order to discuss project topics in greater depth. Protocols were developed for the focus groups, however, the emphasis was on having the participants stimulate new ideas, questions and comments from one another.

4) Consultations with UNESCO:

The evaluation team was in regular contact with project management at UNESCO, in order to share logistical information, provide status updates, and obtain additional information and clarification.

5) Site visits:

As a key part of the data collection, members of the evaluation team visited the beneficiary institutions in order to obtain first-hand accounts of the project implementation status. Site visits helped to ground and verify findings, and to provide the contextual backdrop for understanding the rest of the data obtained.

6) Survey Questionnaires:

The evaluation team also developed survey questionnaires to obtain data relevant to specific areas of the evaluation. The surveys included both open and closed questions. Included with the questionnaires was an assessment tool designed to give respondents an opportunity to indicate the quality of teacher training in the CoEs and CoSs. Evidence of changes in classroom practices are a strong indication of the impacts of teacher trainer capacity development activities, however it was suggested that actual classroom observation activities may be premature at this stage in the project. As such, rather than utilizing a classroom observation protocol, this survey approach was used instead.

Field Evaluation Activities

The field evaluation was conducted according to the plans outlined in the Inception Report for this evaluation. Data collection was conducted in each of the four targeted governorates by SOC. The sample matched, as closely as was possible, the sample criteria outlined in the evaluation methodology of the report, and data was collected using the prescribed tools—survey forms, interview protocols, and focus group questionnaires.

Prior to the start of SOC's evaluation, weekly meetings took place with the purpose of ensuring the effective coordination between UNESCO and SOC. These meetings laid the groundwork for the evaluation of the project, their main objectives were:

- Develop and approve jointly the Inception Report.
- Ensure the support of the MoE to the evaluation.
- To agree on the Terms of References for the Independent Evaluation including the evaluation purpose, scope, objectives, methodology and management arrangements.
- Agree on the data collecting methods that will be used during the field evaluation.
- To agree on the implementation timetable.

A detailed evaluation methodology, approach and programme of work were agreed upon between UNESCO and the evaluation team before the start of the evaluation. The evaluation team met in Amman for orientation, briefing and initial interviews with UNESCO staff in Amman followed by similar discussions/briefings by the national counterparts.

As the evaluation team started the field work, UNESCO Iraq Office facilitated the mission of the team, be it through facilitating coordination with MoHE or by providing further supporting documentation as requested. SOC mobilized four evaluation teams in four governorates (Baghdad, Basra, Erbil & Anbar), each composed of one expert field evaluator and one field assistant. The evaluation team collected information and reported to the field coordinator who is based in Baghdad. Several interviews were made with focal points in MoHE, MoE, MoP as well as university focal points and teachers. In addition, focus groups were used with focal points and teachers in the targeted universities. Data was sent for analysis at the SOC main offices in Amman by the Senior Evaluator with the support of the SOC Project Coordinator.

SOC evaluation team made every possible effort to bridge information gaps and obtains copies of official documents exchanged between UNESCO and GoI.

Individual interviews with beneficiaries were implemented to gather their feedback on the project results; the evaluation sample was designed to cover gender, geographical and vocational schools type.

Limitations

Four limitations on the validity of the assessment, and how they were mitigated, include:

- Limitations on available data: A number of sources of data were not available, or not available in English, in particular, documents from the “means of verification” column of the project's logframe would have been of interest to verify other findings and impressions during the course of the evaluation. This has been mitigated in part through a thorough analysis of the documents available and repeated consultations with the project management and other stakeholders to seek additional information and verify understandings.
- Threats to validity because of miscommunication and remote study: There are challenges to working across languages, especially when certain concepts do not translate easily or equivalently. These are compounded by working remotely, when technical aspects of data collection need to be conveyed through written instructions. From the field evaluation reports which were returned, it is clear that SOC did an effective job of getting out to the project sites and collecting data. However, there are limits to what can be conveyed through such reports, and it would have been preferable if the evaluator had been able to conduct interviews and focus groups himself and thereby pursue interesting threads in the

conversation. The mitigation strategy for this involved follow-up clarification where required, and the corroboration of findings through triangulation with multiple data sources. It is duly noted that the challenge of working remotely on the evaluation is a challenge shared by UNESCO with the implementation of the project itself, and as such, the evaluator has some first-hand appreciation of related issues.

- The risk of drawing invalid conclusions based on evidence unrepresentative of the general nature of results. The actual sample size of the field data collection was smaller than the sample size conceived in the inception report. However, the data was generally consistent across multiple sources, and the evaluator is confident that the findings are both valid and reliable.
- The relatively short timeframe for data collection and analysis risks superficial understanding of such a complex project. The mitigation strategy for this involves the use of an iterative process whereby a draft of findings was presented to project management, followed by a full draft of the report, such that feedback could be provided and misconceptions cleared up before the presentation of the final report.

Given that this is a formative assessment, it is intended to stimulate dialogue and add value to ongoing programming. Thus, the limits noted, while real, should not reduce the value of the process for all the stakeholders involved.

SECTION 5: EVALUATION FINDINGS

Analysis of Progress towards Results

Objective 1: Create a Teacher training network for Iraq

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

Table 3: Progress towards Objective 1 as Reported in Select Project Documents

Report	Results & Activity Names	Percent Complete	Evaluator Notes
Extension Request (Nov. 2007)	Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and five international higher education institutions created.	60	
Extension Request (Dec. 2008)	Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and five international higher education institutions created.	70	
2009 Q1 Report (Mar. 2009)	Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and five international higher education institutions created.	90	
Extension Request (Jul. 2009)	Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and five international higher education institutions created.	75	*The above 90% reflects a miscalculation of the 2009 Q1 completion status. Subsequent reports corrected this, and the 75% reported here is accurate.
2009 Q4 Report	Output 1. A network of eight Iraqi institutions, four	80	

(Dec. 2009)	CoEs and four CoSs and five international higher education institutions created.		
2009 Annual Report (Dec. 2009)	Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and five international higher education institutions created.	90	
2010 Q1 Report (Apr. 2010)	Output 1. A network of eight Iraqi institutions, four CoEs and four CoSs and five international higher education institutions created.	90	

FINDING 1: The TTNI reflects a major achievement of the project in terms of connecting Iraqi academics with peers outside of Iraq, however the substantive activities of the network have been limited, and its ultimate sustainability remains to be demonstrated.

Project documents indicate that progress towards Output 1 has reached a 90% completion as of April 2010. Two steering committee meetings have been conducted and a memorandum of understanding has been signed, and subsequently extended, involving both national and international partner universities, as well as three Iraqi ministries. A website is currently being developed to give further life to the network. From a literal interpretation of the output, it can be said to have been achieved (100%) already. However, a number of related activities are still in progress. Note above that the percent completion as reported has not shown consistent progress. The dip in progress was not explained in the project documents, but was described by project management as a re-evaluation of the progress towards the achievement of the result.

Two performance indicators were established for this output with the 2007 Monitoring and Evaluation Plan for Outputs, but were not subsequently reported on, making it difficult to assess based on these criteria. It is noted that the “outputs” referred to in this M&E plan are basically comparable to what are referred to as “objectives” in this report. The more granular *outputs* referred to in this report and other project documents are not mentioned discretely in the M&E plan, but are provided in this report directly following the statement of each objective.

Table 6: M&E Framework for Objective 1, With Notes

Indicator	Target	Evaluator Notes
PI 1.1.1 Coordination meeting of representatives from eight Iraqi colleges (four from the colleges of sciences and four from the colleges of education) and five international Universities.	Establishment of an International Teacher Training Network for Iraq	Could be considered completed. However, indicator is activity-oriented rather than result-oriented. Target is not operationalized—could refer to MoU, website, or something else.
PI 1.1.2: designing a website dedicated to the Teacher training network.	Informative Teacher Training Network Website established	In progress
Evaluator Analysis: These two indicators do not reflect the scope or spirit of what one should expect from a teacher training network. The substance or actual practices of the network are not referenced, and so from these indicators it is unclear what the purpose/use of the network is in practice.		

The establishment of the TTNI was a lofty goal in and of itself, and one which has already been realized. The project should be commended for this impressive and timely intervention. After decades of relative isolation from the outside world, the education system in Iraq is in disrepair. Teachers and academics are hungry to update their knowledge and incorporate modern international standards and practices into their work. The TTNI provides a viable means to accomplish this.

In some ways, the TTNI appears to have already exceeded the initial expectations of the project. It is the evaluator’s understanding, for instance, that the project’s training had not originally been planned to be conducted on

Key Achievement Indicator

The TTNI has exceeded its initial conceptualization, and is now being used to the benefit of other UNESCO Iraq programs. The project has successfully created an institutional infrastructure which has the potential to provide lasting benefit to Iraq.

site in the international partner universities, as was the case. And there is collaboration, to varying degrees, between Iraqi professors and their international peers, in the ongoing development of the mandated training packages. Furthermore, the network has already been used by UNESCO for additional activities outside of the scope of the TTNI project—by funding Iraqi visiting scholars to study at the international partner universities. As such, the establishment of the TTNI represents not only an achievement of the project to date, but also an entry point for future initiatives of UNESCO, of the MoHESR, and of the institutions themselves.

That said, the viability and usefulness of a network can be measured by the number and richness of transactions within it. From this perspective, the TTNI has not yet reached its potential. The field data collection, including conversations with focal points at international partner universities, devoted considerable attention to understanding the substantive activities of the TTNI. From this perspective, the TTNI is not yet flourishing. Interviews repeatedly referred back to the MoU governing the TTNI, but the MoU itself does not include ToRs or operational guidelines for network activities. The TTNI does not (yet) have a coordinated online presence for the sharing of professional knowledge and resources, as one might expect.

The institutional members of the network have been thoughtfully selected to include Iraqi diasporas, and through this network, there have been congenial professional relationships developed between faculty members of the different institutions, however there does not appear to be significant professional discourse going on between members, perhaps with the exception of discussion directly related to the development of the training packages. To the evaluator's knowledge, there has not yet been evidence of professional collaboration or joint publications across campuses nor the development of an online forum or discussion board for topics of joint interest.

Essentially, the finding here is that the TTNI represents a major accomplishment of the project, but that the TTNI has not yet achieved a momentum, in terms of use, where it could be described as vibrant or self-sustaining. Continued input is still required from the stakeholders to ensure that it does not wither at the end of the project despite the extended MoU. However, there is promise here. The field data is unanimous in the positive representation of the TTNI, furthermore, all the data from those in institutional leadership positions indicates an enthusiasm to continue to be a part of the network activities. It has simply not yet reached a level of sophistication where those activities are self-evident.

LESSON LEARNED 1: The concept of professional and institutional networking is viable in Iraq.

All parties are receptive to the idea, and have been engaged in the activities conducted within the network. The will is there, and initial success in making use of this network has been demonstrated.

RECOMMENDATION 1a (for UNESCO, Iraq Office): That in the remaining months, concerted effort be focused on invigorating the TTNI, and especially its online component.

The more that can be done around uploading of resources, sharing of information, and encouraging professional exchanges between participants (both inside and outside Iraq), the more likely that the network will remain in use after the project closure.

RECOMMENDATION 1b (for UNESCO, Iraq Office; MoHESR; and ITF Administrators): That the previously conceived Iraqi University Networking Project be revisited and possibly reestablished.

One former project insider, now working elsewhere in the education system, made reference to this project as an overarching project which TTNI had been positioned to feed into. This project was apparently not implemented as planned, but had been designed around the idea of introducing standards and centers of excellence to the Iraqi higher education system. In light of the TTNI experience, this seems a sound and viable project concept which is well worth pursuing, especially as it would likely address some of the issues of institutional capacity in the CoSs and CoEs identified elsewhere in this report.

Objective 2: Create a critical mass of highly qualified teacher trainers

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

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

Output 2a.2.Crash courses in English language

Output 2a.3.Crash courses in Computer skills

Output 2a.4. Subject updating Crash courses

Output 2. b Training of core team of teacher trainers on Peace and Democracy.

Output 2b.1 Fellowship for ten Iraqi candidates

Table 5: Progress towards Objective 2 as Reported in Select Project Documents

Report	Results & Activity Names	Percent Complete	Evaluator Notes
Extension Request (Nov. 2007)	2. Fellowships on peace, democracy and human rights	40	
Extension Request (Dec. 2008)	2. Fellowships on peace, democracy and human rights	70	
2009 Q1 Report (Mar. 2009)	2. Fellowships on peace, democracy and human rights	70	
Extension Request (Jul. 2009)	2. a Training the trainers: 308 participants from the CoEs and CoSs taking part in: 2a.1. Training in new teaching methodologies and pedagogy. 2a.4. Subject updating Crash Courses. 2a.2. Crash courses in English language 2a.3. Crash courses in computer skills 2.b. Fellowship of core team of teacher trainers on peace and democracy 2b.1. Fellowships for 10 Iraqi candidates	70 100 100 100 90	Note that these are no longer the same results as above.
2009 Q4 Report (Dec. 2009)	2. a Training the trainers: 308 participants from the CoEs and CoSs taking part in: 2a.1. Training in new teaching methodologies and pedagogy. 2a.4. Subject updating Crash Courses.\n2a.2. Crash courses in English 2a.3. Crash courses in computer skills 2.b. Fellowship of core team of teacher trainers on peace and democracy 2b.1. Fellowships for 10 Iraqi candidates	70	70% represents an average of the results for 2.a
2009 Annual Report (Dec. 2009)	2. a Training the trainers: 308 participants from the CoEs and CoSs taking part in: 2a.1. Training in new teaching methodologies and pedagogy. 2a.4. Subject updating Crash Courses.\n2a.2. Crash courses in English 2a.3. Crash courses in computer skills 2.b. Fellowship of core team of teacher trainers on peace and democracy 2b.1. Fellowships for 10 Iraqi candidates	90 & 100 (unclear) 100 100 90 90	
2010 Q1 Report (Apr. 2010)	2. a Training the trainers: 308 participants from the CoEs and CoSs taking part in: 2a.1. Training in new teaching methodologies and pedagogy. 2a.4. Subject updating Crash Courses.\n	80	80% represents an average of the results for 2.a Results indicate a

	2a.2. Crash courses in English 2a.3. Crash courses in computer skills 2.b. Fellowship of core team of teacher trainers on peace and democracy 2b.1. Fellowships for 10 Iraqi candidates	drop from previous reports—no explanation provided
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FINDING 2: Most of the numerical targets associated with Objective 2 have been / will have been reached by the end of the project. However, the core result—the creation of a critical mass of highly qualified teacher trainers—most likely will not be achieved.

The development of a critical mass of highly trained teacher trainers is a reasonable sounding objective, however the articulation of this objective is relatively vague. It is operationalized in terms of a number of capacity development interventions, with a specified target number of teacher trainers, 308 in all. However, the project documents surveyed by the evaluator did not provide any information on how the number 308 was derived, nor how it is considered to constitute a critical mass. Nonetheless, having completed the 4-in-1 training at international partner universities and numerous other training activities inside Iraq (multiplier effects training) and in Amman the numerical targets, in terms of beneficiaries reached, will not be problematic for the project to achieve.

The overwhelming emphasis in the programming of the project has been in capacity development related to Objective 2. Numerous training activities, workshops, and fellowship programs have been completed under this objective, and these achievements are reflected in the quantitative progress reporting, which is based roughly on the numbers of participants trained, or the numbers of deliverables completed, in relationship to targets. It should be stressed here that these benchmarks constitute *achievements* rather than performance-oriented developmental *results*, as there is no reference to quality or substantive changes deriving from these interventions. Capacity development interventions have been conducted, but these do not necessarily correlate to benefits accrued within the Iraqi education system. The monitoring and reporting of the project has been insufficient to determine the actual value of these interventions.

This point is not simply pedantic. The activities rolling up to the achievement of Objective 2 constitute the majority of the technical assistance provided through this project, and are very much quality dependent. However, the M&E system of the project has failed to meaningfully capture the qualitative and performance-oriented results of these activities. The indicators identified in the 2007 M&E Plan for Outputs are provided below, with notes.

Table 6: M&E Framework for Objective 2, With Notes

Indicators	Targets	Evaluator Notes
PI 1.2.1.Organising seminars on new teaching methodologies for 84 participants from the colleges of science and from the colleges of education.	84 participants trained in new teaching methodologies	This training is complete with the 78 first generation trainers, and as such, the target should be considered as achieved. Unclear, though, why 308 was not used as a target here, since all “highly qualified teacher trainers” would need this training.
PI 1.2.2. English language Crash Courses organized for 308 participants from the CoEs and CoSs	308 staff members’ English language enhanced	2009 Annual Report indicates 100% completion
PI 1.2.3 Organizing Crash courses in basic computer skills for 308 participants from the CoEs and CoSs.	308 staff members’ computer skills improved	2009 Annual Report indicates 100% completion
PI 1.2.4 Organizing crash courses for 260	260 lecturers from the	This activity appears to have been

lecturers from the colleges of science and education in their fields of specialty	colleges of sciences and education updated their field subjects.	melded with the 4-in-1 training and multiplier effects training. 2010 Q1 Fiche indicates 170 participants have been trained so far.
PI 1.2.5 Providing fellowships for ten Iraqis on Peace and Democracy subjects	Ten Iraqi core trainers attained Master in Peacekeeping management	In progress and on track for completion.
Evaluator Analysis: All indicators are framed as activities; without reference to quality or developmental results, and as such, achieving completion on the activities does not necessary contribute to the project results chain. Targets, similarly, reflect achievements in terms of numbers of participants trained, without reference to changes/improvements in practice or increases in knowledge or skill.		

Lacking among these indicators and targets are references to actual capacity gains accruing from the training. Such measures could have included pre-/post- test results, or performance-oriented measures pertaining to the quality of participants' instructional practices. Rubrics could be developed to provide grounded assessments on the various relevant criteria. In an attempt to ascertain the actual performance of teacher trainers, and determine the extent to which they could be considered "highly qualified", the evaluator proposed conducting classroom observation activities as part of the field data collection. It was agreed subsequently that in lieu of classroom observations, a paper-based rating would be used to have teacher trainers self-assess, and to have students score their instructors. While these rating scales are more subjective in nature than a classroom observation, they nonetheless provide an important indication of perceived areas of instructors' strengths and weaknesses. The self-assessment form has the added advantage of providing an opportunity for instructors to indicate their self-perceived changes as a result of project interventions, through the comparison of a retrospective baseline with current status. The self reports of both generation one and two teacher trainers do indicate that they believe they are implementing the new teaching methods which they learned in their training sessions. The data set from this tool is aggregated below in Table 7, and it reflects quite favorably on the work of the project. All scores are based on a 5-point Likert scale, ranging from 1 (minimal/ poor) to 5 (outstanding/ exemplary).

Table 7: Teacher Trainer Quality As Reported By Students and Self-Assessments

Criteria	Mean of Students' Scoring of their Teachers (<i>sd</i>)	Teacher Trainers' Self-Assessment Retrospective Baseline (<i>sd</i>)	Teacher Trainers' Self-Assessment Current Status (<i>sd</i>)
Sample Size (N)	9	9	9
Teaching Methods	3.1 (.93)	2.6 (.73)	3.9 (.78)
Instructional Practices	3.3 (1.7)	2.9 (.93)	3.9 (.78)
Planning	4 (.5)	3 (1.1)	4.1 (.64)
Assessment	2.9 (1.2)	3 (1.1)	4 (.71)
Content Mastery	2.5 (1.3)	2.9 (1.1)	4 (.71)
Professionalism	3 (1.6)	3 (1.2)	4.1 (.93)
Student Performance	2.9 (1.4)	3.1 (1.1)	4.2 (.83)
<u>Overall Average</u>	<u>3.1</u>	<u>2.9</u>	<u>4.0</u>
Respondent Comments [verbatim]:			
<ul style="list-style-type: none"> • Must update the education curricula and the introduction of modern technologies in teaching • "The UNNESKO must update the education curricula and the introduction of modern technologies in teaching, and The largest number of teachers attends in the sessions to develop their education skills" • "We hope the project continuo to including the biggest number of teachers in the training and develop the curriculum to fit with the advance scientific university" 			
Evaluator Comments:			
<ul style="list-style-type: none"> • One teacher trainer (generation 1) indicated no improvement in planning, professionalism, or student performance 			

- Several teacher trainers (generation 1 and 2) indicated improvements of two points or more on several of the criteria
- Standard deviations are relatively high, indicating that there was wide variability in the scores registered on each item.

The data in Table 7 is drawn from a very small sample, 18 participants (9 students; 9 teacher trainers), and while it cannot be taken to be representative of the target population, some analysis of the data is nonetheless warranted. The variability in raw scores for each individual item is noted, suggesting, not surprisingly, that perceptions about teachers' quality of work varies substantially from person to person, even when the same criteria are used. With an overall average score of 3.1, students scored their instructors highest in terms of their "planning" (4), and lowest in terms of "content mastery" (2.5). This resonates with the project-identified need to provide subject update training to teacher trainers, and suggests that further training in this area would be warranted. Instructors, on the other hand, scored themselves lowest (on both baseline and current) on their "teaching methods", and scored themselves highest on "student performance". It is notable, however, that "teaching methods" was the criteria on which instructors' data indicates the largest improvement (from 2.6 to 3.9). Overall, aggregating the seven items in the survey, the data from teacher trainers indicates that they feel they have improved from a (retrospective) baseline of 2.9 to a current level of 4.0. While the difference on the Likert scale appears small, this translates into a self-perceived improvement of 58%¹ over the life of the project. While the survey data is uniformly quite positive around the capacity gains achieved through the 4-in-1 and multiplier effects training, it must be noted that the legitimacy of the data is somewhat limited by the fact that they are self-assessments by the trainers themselves, and third party assessments by students who likely do not have an alternative reference point. To legitimize these results it would be necessary to triangulate them with an assessment by an outside expert through classroom observation. Nonetheless, they are of interest in that they provide some diagnostic information about the quality of classroom practice, and areas in which the instructors perceive themselves to be relatively stronger or weaker.

The positive trends in the survey data are complemented by participants' comments on open-ended survey questions, and interviews. However, these comments tended to be general in nature. A typical response, from a generation one trainer in Basra, for instance, was, "The training is excellent and covers all topics in education method." It is clear from the field data that participants are generally satisfied with the training that they received, received benefit from it and feel that they are implementing what was learned to the best of their capacity. The student data was somewhat less favorable, though not severe. Most students indicated awareness that their professors had received some training, but did not indicate any further knowledge about the project or the TTNI itself.

These positive findings notwithstanding, it must be noted here that no matter how good the training facilitators may have been, there are serious limits to what can be achieved through a one-off 17-day course with limited follow-up. This was acknowledged repeatedly throughout the field data in other parts of the response forms. Both trainers and trainees consistently framed the training programs as very good, but far too short. For instance, one first generation teacher trainer from Basra indicated that "the training did not achieve what it [set out] to achieve [and] didn't cover all topics that should be discussed, [however, in the end] the training was very good [considering] its short duration."² This training constitutes the core of the capacity development program of the project, and the intervention—while clearly high quality—was simply too modest in duration and scope to achieve the desired result, the development of a critical mass of highly qualified teacher trainers. In order to serve as a critical mass—a kind of catalyst to spark change and ensure quality throughout the system—these 308 trainers would need to be very highly qualified. Indeed, they would need to be inspiring.

¹ The legitimacy of inferring statistics from Likert data is debatable; however, the above 58% is provided as an indication that while the increase from 2.9 to 4 is small in numerical terms (just 1.1), it nonetheless reflects a meaningful increase. The 58% is derived by taking the lowest possible score (1) as equaling zero, and the maximum (5) as equaling 100%, translating the original 2.9 and 4 into percentages, and then comparing them to show the relative increase.

² Verbatim: "...the training had not achieve what it was to achieve, also The training didn't cover all the topics that should be discussed but at the end of the training was very good regarding to shortage period of the training."

A conversation with one of the international focal points involved in delivering the initial 4-in-1 training indicated that at the end of the training, he had confidence that perhaps half of the generation one trainees (who attended training at that university) would be able to do a quality job of replicating the training. While this question was not posed directly to the other focal points, the reports of the training exercises consistently identified a wide variability in the participants, including their levels of interest and engagement. With a cascading model, these 78 participants were then to provide training to their peers. While the comments above cannot be generalized to mean that only half of these 78 participants would be capable of conducting the multiplier effects training effectively, it should fair, on the basis of these comments, to infer that the quality of the multiplier effects training will vary substantially from trainer to the next. So while the second round of training would see the number of trainers grow to 308, it should be understood that the level of expertise of those 308 is likely to be quite variable. A further consideration in this regard is the known challenge of undertaking quality multiplier effects in Anbar and Baghdad (see Finding 23 below). As such, while the target number of 308 teacher trainers will likely be achieved (based on participant attendance), the number of those teacher trainers who truly reflect the “high quality” standard which the project set out to achieve, is likely much lower.

LESSON LEARNED 2a: Participants and lecturers both are open and receptive to new teaching methods.

This is notable, since in many contexts, new teaching methods are difficult to gain initial traction. The field data suggests that in Iraq, both college students and lecturers are ready for change.

LESSON LEARNED 2b: Compromises in process can seldom be made without compromises in results.

Elaborated above.

RECOMMENDATION 2a (for UNESCO, Iraq Office): That a more continuous approach to capacity development be utilized for this, and other, teacher education projects.

While the capacity development interventions of this project are largely complete already, there is still room to adopt a more continuous approach in the rollout of the upcoming multiplier effects training. The simple step of splitting a long training course into several smaller courses is one cost effective way of incorporating a continuous professional development approach. In addition, the more the project can support ongoing activities building on the capacity development interventions, the more they will be reinforced and implemented in college classrooms. One additional possibility would be to leverage the cadre of teacher trainers trained in TTNI as potential trainers for UNESCO’s upcoming in-service teacher education project.

Additional RECOMMENDATIONS 2b (provided by Foggia University following the 4-in-1 training):

- Participant’s knowledge of English needs to be screened
- Heterogeneity of the group was borderline problematic
- Timing and scheduling of the courses
- Planning weekly schedules with free time on weekends
- Fixing dates well in advance

FINDING 3: The fellowship program has achieved mixed results. It has delivered some important benefits and support to the Iraqi higher education system, has also faced some challenges in terms of reaping the maximum benefit from related investments.

One of the innovative programs initiated by the project under Objective 2 was the fellowship program for peace and democracy. By the end of the project, numerical targets for this activity will have been exceeded, as the project is currently in its third round of fellows studying at the University of Torino, Italy. There have been some notable results which are closely linked to the project activities in this area. Since returning from the fellowship program, at least three of the fellows, to date, have been appointed as lecturers in human rights in

their respective universities (Basra, Baghdad, and Salah Al Din). This activity, therefore, directly contributed to the support of the new established units and departments of human rights education in the universities of Basra, Baghdad, and Salah Al Din.

However, there have also been some disappointments associated with this program. Some of the fellows, upon completion of their program, were not hired back by their universities and the project investments were therefore not leveraged in the manner anticipated. In addition, one alumnus of the program from Basra University, while indicating that the program itself did meet his expectations, expressed frustration that upon returning to Iraq, “the ministry did not approve officially on [his] certification and it was rejected under the alleged reason of lack of harmony background”. Essentially, because his BA degree was obtained in a different field, his MA has not been accepted by MoHESR—despite the fact that his selection for the program was done in partnership with MoHESR. This issue was not raised by the MoHESR at the time of his selection, and only came to a fore once he had completed his study. To date, UNESCO has submitted two official letters to the MoHESR concerning this matter, but the issue remains unresolved. Whether due to lack of support or simple oversight on the part of the MoHESR, this issue is disappointing given the ministry’s participation in the project steering committee, and its central role of the coordination of project activities. This interviewee expressed an interest in sharing his knowledge and experience with other project participants, but confirmed that he has not yet had such an opportunity. Only one field interview was conducted with a fellowship program participant, and as such, it is not possible to confirm how widespread the concerns of this individual are.

A further note here is also warranted, that the fellowship activity does not appear to have been well-linked to other project activities. It appears that there have not yet been interventions undertaken to draw on the experiences of the fellows and transfer their knowledge to other teacher trainers, for instance. Furthermore, the University of Torino, which has been hosting the fellows, is not a member of the TTNI, and does not appear to have been included in TTNI activities. The 4-in-1 workshop on peace and democracy also took place in Italy; however, it took place at Foggia University and the report on the training makes no reference whatsoever to either the program at the University of Torino nor the fellows who were simultaneously there completing graduate programs in the same specialization. This compartmentalization of activities reflects a missed opportunity for the project in terms of results aggregation, and the entrenchment of the TTNI.

LESSON LEARNED 3: Implementing activities in relative isolation from one another limits their contributions to the aggregation and rolling up of results.

The fellowship program could have achieved a greater impact if it had been more closely linked with other project initiatives.

RECOMMENDATION 3a (for UNESCO, Iraq Office): That logical/reasonable interconnections between activities, as well as contributions to intermediate results be documented in project reports.

Reflecting on these connections during reporting time will help to maintain the overall results orientation of the project, and help to reap the maximum gain from each activity.

RECOMMENDATION 3b (for UNESCO, Iraq Office): That the fellowship program alumni be invited to support the upcoming multiplier effects training on peace and democracy.

This may have already been the case in previous workshops, though it is not mentioned in the reports reviewed by the evaluator.

RECOMMENDATION 3c (for MoHESR): That the qualifications of the fellowship alumnus referenced above be acknowledged officially.

The MoHESR has a responsibility to honor the credentials of a program which the ministry itself has supported. The lack of harmony between BA and MA is an issue which is typically resolved during the course of MA studies—participants who lack the background but are nonetheless deemed suitable for the program need to work harder in order to obtain the necessary expertise complete the program requirements.

Objective 3: Establish modern and Updated curricula for the Colleges of Science (CoSs) and Colleges of Education (CoEs)

Output 3. Curriculum Reform

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

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

Table 8: Progress toward Objective 3 As Reported In Select Project Documents

Report	Results & Activity Names	Percent Complete	Evaluator Notes
Extension Request (Nov. 2007)	3. Training the trainers: 308 participants from the CoEs and CoSs taking part in: 3.1. Training in new teaching methodologies and pedagogy 3.2. Crash courses in English language 3.3. Crash courses in computer skills 3.4. Subject updating crash courses 3.5. Seminars on curriculum reform 3.6. Development of training packages 3.7. Editing and printing of training packages	30	
Extension Request (Dec. 2008)	3. Training the trainers: 308 participants from the CoEs and CoSs taking part in: 3.1. Training in new teaching methodologies and pedagogy 3.2. Crash courses in English language 3.3. Crash courses in computer skills 3.4. Subject updating crash courses 3.5. Seminars on curriculum reform 3.6. Development of training packages 3.7. Editing and printing of training packages	70	
2009 Q1 Report (Mar. 2009)	3.1. Two refresher courses on English language and computer skills organized for participants from the CoEs and CoSs 3.2. Four training programmes on new teaching methodologies, subject update, curriculum reform, and training packages development are merged under one training workshop for duration of 17 working days for cost and effort saving. 3.3. Editing and printing of training packages	100 65	The above results have been grouped: 3.1 and 3.2 combine the outputs 3.1-3.4 and 3.5-3.6.
Extension Request (July 2009)	3. Curriculum Reform 3.1. An update 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	30 30	Note that these are no longer the same results as above.
2009 Q4 Report (Dec. 2009)	Curriculum reform and subject upgrading	40	
2009 Annual Report (Dec. 2009)	3. Curriculum Reform 3.1. An update and modern curricula of international standard level	80 90	

	3.2. New topics introduced to the curriculum to enhance the principles of democracy and human rights as well as environmental issues		
2010 Q1 Report (Apr. 2010)	3. Curriculum reform and subject upgrading	60	Results indicate a drop from previous reports—no explanation provided

FINDING 4: The project’s curriculum reform work was undertaken very late in the project timeline and consequently scaled back. The result has been a useful, though much less ambitious approach; the development of replicable training packages.

There is a fairly wide variability in the way in which the curriculum development result is described in the project documents. It is clear enough that the intent of this component of the project was to support the updating of teaching curricula in the colleges of science and education, for the targeted content areas. However, the scope of this component has shifted over time which has led to confusion in progress reporting as different reports describe progress on, essentially, different results.

Three performance measurement indicators are provided in the 2007 M&E Plan for Outputs. These indicators refer to the provision of training related to curriculum reform, and the development of training packages which, ostensibly, constitute the “new curriculum”.

Table 8: M&E Framework for Objective 3, with notes

Indicators	Targets	Evaluator Notes
PI 1.3.1 Organizing seminars on curriculum reform for 90 participants from CoEs and CoSs	90 Iraqi participants attended seminar on curriculum reform.	90 participants appears to refer to the generation one teacher trainers. If so, this target can be considered as achieved, as 78 teacher trainers participated in the 4-in-1 training, which (according to plans) included curriculum reform as a subject. Note, however, that several of the training reports from international partner universities fail to make reference to training contents on curriculum reform, and it is unclear how successful this aspect of the 4-in-1 course may have been.
PI 1.3.2. Holding workshops on elaboration of state of the art training packages for 234 participants from CoEs and CoSs.	234 participants trained on elaboration of training packages	Unsure about the genesis of the number 234, however it roughly corresponds to the 308 total number minus the 78 first generation trainers. These numbers seem somewhat arbitrary.
PI 1.3.3 Editing and printing of training packages.	New training packages developed	Number of training packages not mentioned, though would presumably be 10, corresponding to the number of subject areas on which training is provided
Evaluator Analysis: These indicators and targets reflect the same issue identified above under Output 2—they refer to activities and to numbers of participants. The exception is the target for for PI 1.3.3 which refers to activity-produced deliverables. These do not capture quality.		

The work of curriculum reform was merged into training activities of Objective 2, as part of the 4-in-1 training. The Q1 Fiche for 2010 (Mar. 2010) indicates that 10 training packages have now been developed by trained Iraqi focal points and sent to UNESCO, and sets the completion status at 60%. Several steps remain before completion of the work. The training packages need to be vetted and partners in international universities will

provide feedback. In addition, the University of Alberta has been contracted to bring consistency to the instructional design of the packages and to infuse them with the appropriate pedagogical materials. The packages will then be developed into a consistent, web-ready format, such that they can be put online via the TTNI website and/or UNESCO's AVICENNEA network³.

This movement towards online programming and a blended model of delivery was not outlined in the original project documents, but represents a forward thinking approach to the curriculum development piece and a solid means to increase the opportunities for replication and expansion of the project's investments to date. While the infrastructure for distance learning in Iraq is still weak, progress is being made, and the economies of scale are significant. With UNESCO's continued presence in Iraq, and future programming in education, there are a number of opportunities for synergy which are made viable through this approach.

The curriculum reform work of the project was relatively slow to get underway, and as such, it is still very much in progress. Project documents indicate that as recently as July 2010, the completion status of the related work was sitting at only 30%. It is unclear from the project documents to what extent the original concept for this component envisioned a full-fledged curriculum reform for teacher education in the targeted content areas. However, such a reform as alluded to by *Output 3.1 An updated and modern curricula of international standard level*, and *Output 3.2 New topics introduced to the curriculum to enhance the principles of democracy and Human Rights as well as environmental issues*, were clearly too ambitious for a project of this size, working in the context of present-day Iraq.

In terms of capacity development, serious compromises were made in order to move this work forward given project constraints. The decision was made and agreed to at the first project steering committee meeting to combine training activities of the project, so that subject updating and curriculum reform would be combined. The subsequent evolution of the activity resulted in a 4-in-1 training program in each of the international partner universities, spanning 17 days, and covering: subject updating, new teaching methodologies, curriculum reform, and the development of training packages. With this breadth of training in such a short span of time, in-depth training on any of the topics was not realistic. A review of the training reports suggests that the topics of curriculum reform and training package development were not taken up in a meaningful way in the majority of the workshops.

As such, the training package development has principally taken place back in Iraq, with a core group of roughly 20 relatively engaged participants from the first round of training leading the development, supported by their colleagues at the international partner universities. Field data suggests that the extent of this support varies greatly.

The training packages being developed are not yet in their final form and hence an assessment of the degree to which they reflect modern and international standards is premature. However, the project is currently taking a sound approach by structuring them according to instructional design principles, and infusing them with pedagogical material. The preliminary work hosted on the website of the University of Alberta's CMASTE website appears to be sound.

“Within the framework of “Training of Trainers in Teacher Education for Sustained Quality Education” project and UNESCO’s activities to enhance teacher education in Iraq, UNESCO is supporting the Iraqi Ministry of Higher Education and Scientific Research towards the development of the Avicenna Virtual Campus in Iraq (AVCI) to enhance the quality of teaching learning processes as well as to strengthen the quality of teacher training at all levels.

Three Avicenna Knowledge Centers have been established at the Universities of Baghdad, Basra and Salahaddin. These centers have then been linked up with those belonging to the Avicenna Virtual Campus in Algeria, Cyprus, Egypt, France, Italy, Jordan, Lebanon, Malta, Morocco, the Palestinian Territories, Spain, Syria, Tunisia, Turkey and the UK.”¹

³ Source: http://www.unesco.org/en/iraq-office/single-view/news/iraq_joins_avicenna_virtual_campus/back/9623/cHash/89bff63e55/

LESSON LEARNED 4: Moving forward on mutually complementary activities at the same time can make the process easier for both.

While it sometimes seems daunting to undertake to major initiatives simultaneously, the interplay between them can often help to generate extra momentum, ultimately making the process easier. The curriculum development would likely have been smoother had it occurred, in some form, alongside the capacity development work, rather than after it.

RECOMMENDATION 4 (for UNESCO, Iraq Office): The current project direction vis-à-vis curriculum development is sound and appropriate.

This is elaborated above. Note, however, that in supporting the end-use of the training packages, it is important to also ensure that adequate computer infrastructure is in place in the host sites, and that dialogue with the MoHESR, departments and colleges is progressing in order to help ensure that appropriate use is made of the materials once they are created. Concerns around infrastructure for computer-based work (including but not limited to internet connectivity) were expressed throughout the field data.

FINDING 5: The curriculum development work has suffered in efficiency due to lack of proactive planning and scaffolding.

When implementing a project in a challenging context, it is always difficult to work proactively rather than responsively. However, there appears to have been missed opportunities to do so in this component of the project's work. The idea of "beginning with the end in mind" encapsulates this point. As the evaluator understands the situation, the approaches taken to the 4-in-1 training by the different international partner universities and the training materials which were left with the Iraqi participants following the training were very different from workshop to workshop. The subsequent development of training packages then began, and an instructional design template was introduced by the University of Alberta to provide some consistency to the packages. The University of Alberta was also contracted to infuse pedagogical approaches to the packages which were lacking them.

While the current approach of bringing consistency to the packages is sound, it is always more efficient to structure a process at the design phase, rather than retrofit a structure at the end of a process. The educational concept of "scaffolding" is very relevant here, as the provision of a detailed structure around which to develop something will always help to ensure that one gets what one wants, and results in more consistent deliverables. Two places where a greater degree of scaffolding would have been useful from a curriculum development perspective are in the development of the 4-in-1 training programs, and the take-away training materials which participants received from those workshops.

By nature, the 4-in-1 training should have had a substantial amount of similar or overlapping content material across the different universities, and there would have been economies to providing the universities with more guidance around the structure, contents, and steps following the 4-in-1 workshops. This would have resulted in greater consistency to the programs delivered, and synergy between the messages conveyed to participants around modern pedagogy, irrespective of the specific content matter (and subject-specific pedagogy). By the same token, the ultimate development of training packages would have been facilitated if the training materials provided to the Iraqi participants had been developed with the ultimate use in mind. Iraqi participants came away from their workshops with an assortment of PowerPoint slides, paper documents, web links etc., each provided by different lecturers during their programs. These did not constitute a coherent whole which would help to narrow the gap between the completion of the training and the development of related training packages. A more coherent set of take-away materials from the 4-in-1 training sessions would have also helped to minimize the amount of effort required to launch into the second round, multiplier effects training, thereby reducing one barrier to the completion of another activity which proved problematic.

It is worth restating, however, that the current direction of the curriculum development work appears to be sound. Late as it may be, the project management is currently working intelligently to bring coherence and consistency to the different packages and is developing them with future use in mind.

LESSON LEARNED 5: in all activities along the results chain, and particularly those culminating in the delivery of knowledge products, begin with the end in mind.

Elaborated above.

RECOMMENDATION 5a (for UNESCO, Iraq Office): The current project direction vis-à-vis curriculum development is sound and appropriate—stay the course.

Additional RECOMMENDATIONS 5b (from field data participants):

- Training packages should be developed for computers (ICDL) as well as English, similar to the packages developed for the 10 targeted content areas (two references in the data)
- 4-in-1 training as well as package development should take place in areas linked to institutional development such as university administration, electronic management systems and leadership (two references in the data)

Objective 4: Formulate a national strategy plan for teacher education.

Output 4. Medium term national strategy for teacher education adopted

Table 9: Progress Toward Objective 4 As Reported In Select Project Documents

Report	Results & Activity Names	Percent Complete	Evaluator Notes
Extension Request (Nov. 2007)	4. Formulation of a national strategic plan for teacher education in Iraq	20	
Extension Request (Dec. 2008)	4. Formulation of a national strategic plan for teacher education in Iraq	60	
2009 Q1 Report (Mar. 2009)	4. Medium term national strategy for teacher education adopted.	70	
Extension Request (July 2009)	4. Medium term national strategy for teacher education adopted. (Formulation of a National Strategic Plan for Teacher Education in Iraq)	80	
2009 Q4 Report (Dec. 2009)	4. Medium term national strategy for teacher education adopted.	70	No explanation for the drop
2009 Annual Report (Dec. 2009)	4. Medium term national strategy for teacher education adopted. (Formulation of a National Strategic Plan for Teacher Education in Iraq)	70	
2010 Q1 Report (Apr. 2010)	4. Medium term national strategy for teacher education adopted.	70	

FINDING 6: The work surrounding the Strategic Plan for Teacher Education is following an appropriate course in terms of its alignment with the National Education Strategy, but the delays in the latter jeopardize the adoption of the former.

Despite the ambitious nature of the objective, the work appears to have proceeded relatively smoothly. A strategic study of teacher education in Iraq was conducted under project auspices, and subsequently, a complete draft of a National Strategic Plan for Teacher Education in Iraq was completed in 2008. The 46-page document outlines the role of teacher education within a larger picture of formal education service delivery and addresses salient issues of qualifications and professionalism of the workforce. What remains is for the plan to be

validated, adapted, and adopted by the relevant ministries, which rests upon the completion of a sector-wide diagnosis undertaken within the framework of the National Education Strategy. This latter strategy is beyond the scope and control of the project and as such, project inputs to this component appear to be more or less complete, at least until such time as the sector diagnosis is completed, which may or may not be before project closure.

Table 10: M&E Framework for Objective 4, With Notes

Indicators	Targets	Evaluator Notes
PI 14.1: Preparation of a strategic study on teacher education in Iraq	A strategic study on teacher education in Iraq prepared	Completed
PI 1.4.2: Organizing a workshop on the formulation of a national strategic plan for teacher education	A national strategic plan formulated	Completed
Evaluator Analysis: The targets for Objective 4 do not lead directly to the achievement of Output 4: <i>Medium term national strategy for teacher education adopted</i> . Representatives of the MoHESR, MoE and MoP were involved in the study, and the formulation of the strategy, but this does not guarantee their buy in.		

The alignment and harmonization of technical assistance interventions with the strategic directions of host countries is in accordance with the principles of aid effectiveness as outlined in the Paris Declaration. In the case of teacher education in Iraq, however, those strategic directions were not entirely clear at the outset of the project. The 2004 Joint Needs Assessment and Iraq: Education in Transition, of the same year, provide important insights into the needs and context of teacher education in Iraq, but do not offer substantial insight into the GoI's strategic directions in education or in the teacher education sub-sector. As such, the mandate of the project to move forward with the development and adoption of a national strategic plan could be viewed as both pioneering and presumptuous, in the sense that the broader education strategy should provide strategic guidance for the *teacher education* strategy. However, the project has worked to the best of its ability to ensure that the process surrounding the development of the Strategic Plan for Teacher Education involved local stakeholders to help ensure their buy-in and support.

The challenge at present is that the project is currently in its final months of implementation and the National Education Strategy has still not come to fruition. It is likely that when this strategy is finally developed and approved, there will be implications for the revision of the teacher education strategy. In all likelihood, this will be after the project has closed. Thus, the fate of the project investments in this area will be jeopardized and the result, which indicates *adoption* of the strategy, may not be achieved. There is a risk that with frequently changing senior officials at the MoE and MoHE, the work will be de-prioritized and forgotten.

As such, in the coming months, the project will need to assess the most likely fate of both the National Education Strategy, and the project investment—the Strategic Plan for Teacher Education. If it appears that the latter will not be approved and adopted before the end of the project, some effort should be expended to ensure that the work does not fade from memory. The project should consider salvaging the work done to date by recasting it as a discussion paper for broader circulation, or to develop succinct policy brief style recommendations which could be presented to senior officials at the relevant ministries in order to ensure that there is broad awareness of the points raised. Failing that, UNESCO should consider a continued investment in the broader initiative surrounding the National Education Strategy to which it clearly has significant expertise to contribute. Another alternative would be to carry this activity forward and give it a new life within the forthcoming UNESCO in-service teacher education project.

It should be noted here, that while generally well crafted, the Strategic Plan does have some shortcomings when viewed in relation to the rest of the project. As has been noted with other activities, the linkages between the Strategic Plan and the other project interventions are not clear. The development of this plan provided an opportunity to complement individual-level project programming at the systems level. When one begins to look at the details, the coherence and complementarity of the initiatives is not what it could be. For instance, issues

presented elsewhere in this report, such as those related to gender or extra-curricular subject matter like geology and environment, are not referenced at all in the Strategic Plan. In fact, the national curriculum is not referenced at all in the report—the only usages of the word curriculum refer to training contents.

LESSON LEARNED 6: Planning activities which rely heavily on factors outside the control of the project puts those activities in jeopardy.

The nature of this kind of work means that projects seldom have direct control over all of the factors which will impact the ability to succeed. However all activities sit on a continuum where the degree of control varies to a greater or lesser extent, and planning activities which hinge on work done by others outside of the project (especially if they are at the central ministerial level) is always risky. Sometimes such work needs to be done, to “push the envelope”, but in such cases, risks need to be anticipated and mitigation strategies prepared.

RECOMMENDATION 6 (for project management): That the project be prepared to recast the Strategic Plan for Teacher Education in a slightly different format, if it becomes necessary to close the project before the strategy can be adopted.

Elaborated above in relation to the finding.

Efficiency

FINDING 7: The project has experienced a number of delays in implementation, but should not be judged poorly for this in terms of efficiency.

While efficiency is one of the five key areas around which this evaluation has been structured, none of these five areas stands on its own without accompanying considerations. Many aspects of the project implementation which *could* be critiqued on a basis of efficiency alone, reflect sound judgment when considered alongside other factors like security. There are a number of considerations, which in the mind of the evaluator, trump efficiency. Safety is one of them. In this regard, the project has exercised sound judgment. The decision to conduct direct TA outside of Iraq, and decisions around the postponement of given activities due to security-related issues, were good decisions on the part of the project management.

It is worth noting here, that among the various response forms and interview transcripts, the project implementation was characterized as “efficient” almost as frequently as delays in implementation were mentioned. These relative frequencies, one assumes, reflect an understanding that efficiency can only be understood in relation to a given context, and that this context is one in which the best course of action is not always the fastest or cheapest.

LESSON LEARNED 7: Efficiency needs to be considered alongside security in an implementing context like Iraq.

Elaborated above

RECOMMENDATION 7: UNESCO: For future projects, a much more sophisticated risk register should be developed.

While implementation challenges were noted in project reports, these were largely repeated from report to report, without evidence of additional analysis based on changing context. A detailed register of risks (both external and management related) should be developed, and updated at least semi-annually, in order to—insofar as is possible—anticipate such challenges and navigate around them.

FINDING 8: The original project design provided a coherent and mutually complementary set of project targets and activities; however it was overly ambitious, resulting in operational inefficiencies.

The original project design hangs together quite nicely. While the project logic is not clearly articulated in the project documents, it is not difficult to understand the synergy and complementarities between project components. However, with educational change being notoriously slow and educational bureaucracies relatively heavy, and particularly in light of the challenging implementation context, the design could easily have been framed within a five-year, \$5-10 million project. Juxtaposing the project design with the mandated budget and timeframe, it appears overly ambitious.

As a result, the project has been working concertedly across the broad scope of initiatives, with limited resources. This has led to successive compromises in implementation and multiple extensions in time. This has resulted in an overall loss of efficiency stemming from false-economies of combining activities, and the sustaining of project overhead beyond the original design.

LESSON LEARNED 8: A well-designed project must have not only a coherent set of results and activities, but also a suitable timeframe and budget in light of the implementation context.

Educational change requires steady concerted effort at several levels of the system in order to gain traction and that is just not possible, with very rare exceptions, within a timeframe of less than five years.

RECOMMENDATION 8a (for UNESCO, Iraq Office; ITF administrators): Educational programming should continue in Iraq, but the programming should focus on larger-budget, longer timeframe projects, rather than short projects with less \$3 million.

Educational change is more efficient when taken up in relatively large scale initiatives.

RECOMMENDATION 8b (for UNESCO, Iraq Office): That the project should be provided with sufficient time and funds to complete the current set of activities, even if this must go on past December 2010.

In order to reap the benefit of the investments to date, a great deal still needs to happen. However senior officials should have faith in the current direction of project activities. If a limited amount of additional flex time or contingency funding is required for the conclusion of activities as planned, it is recommended that this be accommodated.

FINDING 9: The merging of activities into the 4-in-1 training, justified in project documents in terms of efficiency, has been a false economy.

It was recognized early on in the project implementation that the security situation inside Iraq was not conducive to the provision of direct in-country technical assistance. It was deemed necessary to provide the majority of TA outside of Iraq and in order to accommodate this approach, the decision was taken to merge activities into a single training session.

The merging of activities linked to subject updating, curriculum reform, new teaching methodologies, training packages and their compression into a single 17-day training session, was done with major compromises and consequences in terms of quality and results. The unanimous feedback from the field data collection is that the training itself was too short to accomplish the stated mandate. While the participants generally felt that they learned a great deal from the training, it fell short of expectations.

While the rationale and perhaps *necessity* of the decision to combine the activities is not questioned, it is necessary to note that the quality of developmental results, in terms of the capacity of participants and their ability to implement what they have learned, necessarily suffered as a cost of whatever monetary savings were accrued. In a perfect world, of course, there would be ample time and money to do every activity in the optimal manner; however this is seldom the case. That said, in this situation, the compromises of compressing the TA program to this extent, were excessive given the centrality of these activities to the aims of the project. The evaluator's impression is that while it was in fact necessary to make compromises of some sort to the TA program, it was scaled back well beyond the point of optimal returns.

It is not simply a matter of reducing the amount of contact time devoted to a given subject, but also, the timeframe in which it is delivered. A 17-day training period, whether spread over several weeks or a month, is a heavy intervention. While it is true that participants in such a course require a few days to warm up and begin to benefit from the training, they are also likely to reach a point of saturation and fatigue where the developmental benefits of the program are sub-optimal.

In keeping with best practices in professional development⁴, spreading the training out into multiple, shorter sessions, provides reinforcement and enables participants to stay fresh. It also serves the purpose of reinvigorating dialogue around the implementation of what is learned. Participants come to the workshops having had the opportunity to digest, unpack, and reflect on the ideas presented earlier and having had experiences with trying to implement them in practice. Such a design also enhances opportunities for the building of relationships between individuals, which supports the networking aspect of the project design. In this case, UNESCO probably did what was essentially necessary in order to ensure that each of the mandated training activities happened in some manner; however, the consequences of doing so cannot be overlooked. Having said all of this, it should also be noted, that there have clearly been benefits to the individual participants as a result of the activities. The teacher trainers (both first and second generation) indicated, almost uniformly, that they had learned a great deal from the program, and all of the teaching quality surveys collected indicated improvements as a result of project interventions.

LESSON LEARNED 9: Any savings in terms of time or money should be measured against sacrifices in the program delivery to determine the point of optimal returns within the big picture of the project mandate.

Project implementation seldom takes place exactly as planned at inception and circumstances are almost never ideal. Changes need to take place and compromises need to be made, but one must be wary of scaling back core activities. The TTNI project will have a total duration of 4.5 years, and the heart of the capacity development which has taken place, the 4-in-1 training (itself reflecting a compression of more than one activity), lasted only 17 days. While this could be viewed as economical, in the mind of the evaluator it was an excessive scaling back of the core program. If cost-savings were the primary consideration, a number of alternatives would have been more viable, such as the provision of training in Amman or elsewhere in the region which would have been much less costly.

RECOMMENDATION 9 (for UNESCO and TTNI partners): That during the remaining months of implementation, additional attention be paid to the provision of follow up support.

Even simple measures like more frequent telephone/email contact, or the circulation of a bulletin sharing effective practices between colleges have the potential to increase results. The main point at this stage of the project is to ensure a strong project presence, and mind share amongst beneficiaries, which tends to increase the perceived importance of the remaining work.

FINDING 10: While the results of the project justify the level of investment of the project budget, the implementation has not been optimal from the standpoint of cost-effectiveness.

The evaluator would not hesitate to say that this project has achieved its money's worth. As far as accountability for ITF funds are concerned, UNESCO has done well. That said, in hindsight it is always possible to find ways in which funds may have been spent more effectively. As noted above, the actual number of days of capacity development of the project, in light of the overall project timeframe of 4.5 years is quite modest. This is perhaps by design, since the project was originally conceived for just 1.5 years, but the point is nonetheless important from an efficiency perspective.

In addition, some discussion is warranted around the design of the 4-in-1 training which took place overseas. There is a strong argument to be made around the value of bringing Iraqi participants overseas to TTNI partner

⁴ See, for instance: Garet, M., Porter, A. et al. (2001). What makes professional development effective: Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.

universities for training. These trainings provided participants with highly meaningful experiences, not only facilitating the development of partnerships in the TTNI network, but also the broader opening up of the Iraqi higher education system to new ideas, perspectives and practices. There is no substitute for the opportunity to see and experience things first hand. Furthermore, the international partner universities provided low-cost accommodation for the Iraqi delegations which contributed to savings. With all of this in mind, the expense of bringing some participants overseas to international partner universities is no doubt justified.

That said, the evaluator would be remiss if he did not raise the suggestion that less costly alternatives may have been possible in lieu of sending large numbers of trainees overseas to the different partner universities. This is not to say that training and venue decisions should be made based on cost alone, however there may have been scope for increasing the frequency of project contact with participants, thereby allowing for a more continuous approach to the training. For instance, there may be viable alternatives for bringing key trainers and participants together within the region or doing so in combination with some overseas training. However, the options are not limited to in-region training, and could also include rigorously scaffolded cascade training or distance delivery of certain modules, or the contracting of third-party firms to provide training inside Iraq.

A couple of points for discussion are also warranted around project management costs. Granted, the UNESCO staff assigned to the project are not full-time, but the maintenance of project overhead expenditures for 4.5 years, when the original design was for 1.5 years has resulted in a heavier than anticipated management expenditure for UNESCO. Repeated extensions of projects inside Iraq appear to be the rule rather than the exception, and this should be taken into consideration during the planning of future projects. It is the view of the evaluator that a project such as this one actually *would* warrant a full-time project manager without additional responsibilities, however all of this needs to be examined at a higher level from the perspective of optimizing the efficiency of the overall Iraq program.

LESSON LEARNED 10: Opportunities for added efficiencies usually reveal themselves after the fact.

It is important to reflect on, document, and the make use of such lessons learned.

RECOMMENDATION 10 (for UNESCO, Iraq Office): That when the security situation inside Iraq does not allow for in-country training, alternatives be explored in order to limit the expense of sending large numbers of participants overseas for training.

Elaborated above. It is acknowledged that a number of training activities have taken place in Amman under project auspices.

FINDING 11: Project monitoring and reporting has not been sufficient for effective results-based management.

While the project reporting follows an RBM framework in *structure*, it does not effectively capture the *spirit* of RBM. Effective RBM requires sound data collection and a clear results-oriented logical framework. The inconsistencies in the reporting of outputs noted throughout this report are coupled with a logical framework which appears to confuse results with activities. Essentially, the logical framework itself is deficient, as it does not provide quality-driven results to guide the planning and implementation of activities in terms of contributions to a results chain. As such, it is not surprising that a true results-orientation is lacking from much of the project reporting, making it very difficult to plan and manage based on results. Implicit in the idea of RBM is an effective M&E function feeding into the project, and this has clearly proven difficult to implement in the context of Iraq.

A Monitoring and Evaluation Plan for Outputs, was developed in May 2007 by the project, and it appears that some data collection may have taken place October of that year, but the evaluator was unable to find a complete data set nor a report based on this performance measurement framework. It should be noted, however, that even this M&E plan was insufficiently results-oriented. Stemming perhaps from the activity-orientation of the logical framework, most of the targets outlined in the M&E plan can be understood simply as achievements, or at best,

immediate results—completed training activities or deliverables—which may or may not contribute to a roll-up of results towards the achievement of the project’s mandate.

In a dynamic implementation context like Iraq, the needs of beneficiaries are constantly changing. While UNESCO has done well to stay in close contact with the (ever-changing) ministerial and institutional focal points in order to stay abreast of needs, there is no substitute for M&E to inform programming.

LESSON LEARNED 11: Effective results-based management can only take place when the management has a clear and current understanding of the project’s developmental results.

In this case, the remote management of the project and the difficulties with visiting the project sites for monitoring posed challenges to the clear understanding of how to best support field activities.

RECOMMENDATION 11 (for UNESCO, Iraq Office): That the Office revisit its approach to RBM and the role of M&E within it.

Given the ongoing investments in Iraq from UNESCO and other UN organizations, it would also be worth considering programmatic support to the development of a more robust M&E function within the targeted ministries of the GoI. If it is a challenge to get project staff out to the field to monitor the program, the alternative is to support the GoI to better serve this quality assurance and support mechanism itself. In the interim, additional budgetary consideration should be given to M&E within projects such as this one, and if necessary, third party firms could be contracted and mobilized to fulfill the M&E function on a more ongoing basis.

FINDING 12: The limited project presence inside Iraq has limited the results of the project’s capacity development interventions.

Closely related to the issue of monitoring (presented above) is the issue of follow-up support. Multiple interview participants noted that the project did not provide sufficient follow-up once activities were completed. These comments came from several subsets of the sample: teacher trainers, fellowship program participants, and college focal points. One MoHESR official indicated: “monitoring and the following [up] of the project are weak [in the] university regarding to the absence of a representative in universities”. It is noted by the evaluator that the project has identified focal points at each of the CoSs and CoEs. However, one of these focal points himself noted that, “the project did not evaluate before, and it [the college] were not subject to any visit.” Certainly these types of comments suggest a need to further explore ways to provide field support to projects like this one which are managed remotely.

While the reasons for the lack of an in-country project office are clear and justified, the limited project presence nonetheless creates a major issue in terms of the provision of technical support, facilitation of activity implementation, the learning and sharing of best practices, accountability for funds spent in-country, maintenance of strategic relationship etc., in addition to the M&E function noted above. It is tremendously difficult to maintain momentum when operating remotely, and capacity development is stifled by lack of support to bridge the gap between training and implementation. In theory, in-country coordination is to take place through the office of the MoHESR coordinator, however in practice, this approach tends to be fairly limited, since ministerial liaisons tend to do such work at a minimal level. The repeated delays in obtaining documents from GoI counterparts, referenced in several project reports, seem to indicate that this project is no exception.

LESSON LEARNED 12: Implementing projects remotely is a challenge, and constantly changing focal points makes it hard to rely on in-country ministerial coordinators.

This point is elaborated in numerous project reports.

RECOMMENDATION 12 (for UNESCO, Iraq Office): That alternatives be explored for increasing in-country presence.

While it is too late to explore such measures for this project, the issue itself will likely persist, and so it is worth noting potential measures here, which could include: seconding of GoI or institutional (CoE/CoS) personnel to work full-time on projects; contracting of local outside consultants and partnering them with international consultants for quality assurance; working with NGOs or other third

party firms with an established presence and proven credibility inside Iraq; and a modest procurement budget to allow for the creation of project implementation offices in the various target sites (even if these were staffed only on a part-time basis by partner institution focal points).

FINDING 13: The TTNI project is substantively linked with other UNESCO programming in the teacher education subsector, and opportunities exist for meaningful synergy.

The TTNI project documents and the field data set for this evaluation make almost no reference to UNESCO's past or future teacher education programs. During consultations with the project management, the evaluator became aware of UNESCO project B1-05, In-Service Training of Secondary School Teachers of Science, Mathematics and English Language, which ran from July 2004 to December 2006. However going back through the TTNI project documentation, there are no substantive references to this project, despite the overlap in content areas. That said, UNESCO has completed the design of a *new* teacher education project, which is linked to, and builds on the TTNI project. The project management has indicated that one of the main activities of the coming project will be the review of previous experiences and practices, including the TTNI project developed material and capacity. Thereby the TTNI will be reinforced by the coming project.

LESSON LEARNED 13: Related programs need not stand alone. They will reach higher if they give each other a boost.

Elaborated above. It appears that while linkages were not made explicit (at least in TTNI documents) between the TTNI project and the previous in-service teacher education project, this lesson has already been noted and incorporated into practice by UNESCO, with the design of the upcoming teacher education project.

RECOMMENDATION 13a (for UNESCO, Iraq Office): That programme level information referencing the logframes of other related projects be included in core project documents as an appendix, as a reminder of country programming and the overall results chain.

Such references are important for keeping high level results and inter-linkages at the forefront of the minds of managers.

RECOMMENDATION 13b (for UNESCO, Iraq Office): That a database of knowledge products from each project be developed, with items tagged appropriately according to beneficiary group, content matter, use cases, and so on for easy retrieval.

The development of new materials is very costly, and there is no need to start from scratch with each successive project. Project management has indicated that TTNI project materials will be closely reviewed as a key activity of the upcoming project.

Effectiveness

FINDING 14: The project is currently working well to end smoothly and reap the most from the investments and activities completed to date.

The project management at UNESCO should be commended for the sound approach currently being implemented to bring the project's activities to a successful close. The project implementation to date has been challenging on a number of fronts, and several interviewees during the field data collection underscored the delays earlier in the project. However, the approach currently taken on key activities is well thought through, making the most of the investments made to date, while at the same time ensuring that the activities will be closed and accountabilities will be satisfied. Of particular note is the approach to completing the development of training packages, building on earlier training, and linking in to other existing infrastructure.

RECOMMENDATION 14 (for UNESCO, Iraq Office): As above, Recommendation 8B: The project should be provided with sufficient time and funds to complete the current set of activities, even if this must go on past December 2010.

FINDING 15: The original concept for the project appears to have been sound, but this concept and strategic information pertaining to the project logic and results chain are not adequately captured in the logframe or related documentation. As such, as the project has been implemented, and with turnovers in leadership on both the UNESCO and Iraqi sides, implementation has become increasingly activity-oriented.

As indicated elsewhere in the report, the project design itself seems to hang together nicely, with a relatively tight and mutually reinforcing set of activities. However, the project logic is not clearly articulated in any of the project documents which the evaluator reviewed. Request from the evaluator did not yield a Project Implementation Plan (PIP) or other strategic document detailing the project logic and the linking of activities both horizontally (in terms of complementarities) and vertically along the results chain. The project documents differ fairly dramatically in the results statements used, but otherwise appear to treat the four components of the project as stand alone activities. There is almost no reference to the interlinking of activities which would help to convey the strategy for aggregation of results. Furthermore, and again as noted elsewhere, the project's logical framework does not itself reflect a sound results-based orientation. Many of the results statements read as activities and the performance measurement indicators which were developed in 2007 read, in many cases, as steps in the those activities. As such, the project logic—while likely clear to those involved during the inception period—appears to have eroded over time. With repeated changes in leadership among the various PSC members it is not surprising that the project design has evolved during implementation, and that activities which may have been more robust on their own—such as the curriculum development—have been combined with others, while still others—such as the fellowships—which were likely originally conceived as feeding back vigorously to the teacher training cadre, evolved to stand (with notable exceptions) on their own. The focus appears to have gravitated progressively further towards a focus on activity completion rather than the delivery of substantive performance-oriented results.

The current project management does appear to have a vision for the successful closure of the project which leverages the existing synergy between activities in a thoughtful way. However, this appears to be somewhat of a remedial approach, since the evolution in project design took place much earlier in the project and was never addressed formally to the PSC.

LESSON LEARNED 15: Project strategies around the aggregation of results should be reflected in project documentation in order to avoid being lost.

Elaborated above.

RECOMMENDATION 15 (for UNESCO, Iraq Office): That more attention be given to the documentation of project logic and strategies for achieving results.

This information should be revisited and reviewed regularly throughout implementation, and again at the end of the project to explain deviations and reflect on lessons learned.

FINDING 16: The approach to capacity development which has been implemented by this project is not optimized for the implementation context

It has been indicated by the project management as well as several of the focal points at international partner universities that the cascade training model, making use of multiplier effects training, was overly ambitious given the security situation inside Iraq. However, many multiplier effects workshops have in fact already been conducted inside Iraq and it appears that UNESCO has adopted an approach for managing and incentivizing this work to help ensure (if still not guarantee) that it takes place. Furthermore, the current line of activities, supporting the development of distributable online and hard-copy training packages, appears poised for more uniform success in carrying out the training activities.

In terms of the overall approach, the evaluator believes that at this point in time, the issue of *conducting* multiplier effects has largely been addressed. The bigger issue is how best to assure a satisfactory level of quality from these training events, in light of the difficulties in directly monitoring the training, or sending UNESCO-contracted trainers into Iraq to provide training on-site. Normally, the erosion of quality from one

level of a ToT model to the next can be compensated for by putting in place quality assurance mechanisms to scaffold or support the replication of training and through the provision of timely on-site monitoring and support. However, this is challenging in the context of this project.

This context calls for a more horizontally focused approach—one in which lateral knowledge sharing and mutual support is cultivated to a greater extent, such that less reliance is placed on delivery of traditional workshop-style training. The educational literature describes this approach as the development of professional learning communities (PLCs), an approach which is very much in keeping with the spirit of the TTNI. It is duly noted that the establishment of the TTNI, and the linking of the Iraqi professors inside Iraq with those in the diaspora, is very much in-line with the concept of the PLC and there is a strong potential there for the TTNI to be leveraged in order to maximize the benefits of multiplier effects training. In addition, there is a great potential to increase the impact of training activities through the cultivation and strengthening of the network *inside* Iraq (domestically between Iraqi universities). The connections between Iraqi CoSs and CoEs, and between faculty members within a given college are much more immediate than the international partnerships, and the knowledge sharing which can take place at that level of organization, while *perhaps* less significant, is highly relevant. The basic concept of the PLC can be operationalized in any number of ways, but usually involves facilitated meetings, peer observation, peer mentoring/coaching, reflection and debriefing sessions, the setting of goals and targets and the sharing of best practices. It can take place within a given college or department or across multiple institutions, as in a change catalyst network. This approach usually marks a departure from the existing institutional culture of the host institutions, but with some nominal training to introduce the ideas and some initial effort to facilitate the adoption of the ideas, they quickly gain traction as educators see the value of the PLC in helping to improve actual practice.

Classroom practice is the crux of it. An activity-oriented approach to capacity development, such as the one which appears to have been tacitly adopted by the project, focuses on the delivery of high quality training. There is nothing inherently wrong with this. However, in a *results*-oriented approach, provision of training is just a means to an end, and it is the end—the results—which are the focus of attention. It is clear enough that this project is seeking to enhance teacher education through improved quality of teaching at the targeted CoSs and CoEs, and through the effective incorporation of new subject matter into that teaching. What the project is seeking to achieve, among other things, is *improved classroom teaching* through the use of new teaching methods, better content mastery and so on. Once it is accepted that the goals of the project are not achieved at the completion of training, and that classroom performance matters, the focus shifts to bridging the “implementation gap”—the gulf between gaining capacity and actually applying it. This typically requires a sustained or “continuous” approach to professional development, where training is broken into shorter sessions delivered at intervals or otherwise complemented by other support/monitoring activities. The effectiveness of the training matters, but numerous other means of supporting the classroom implementation of what was learned also reveal themselves, many of which can be accommodated through the relatively simple and cost-effective mechanism of the PLC.

LESSON LEARNED 16: Implementation strategies must be appropriate to both the content of the project, and the context in which it is being implemented.

There are lots of viable options for capacity development approaches, the most appropriate in terms of modeling and supporting the content to be learned, and in terms of being suitable for the implementation context, should be utilized.

RECOMMENDATION 16 (for UNESCO, Iraq Office): That alternative and complementary capacity development models be explored, in order maximize the benefit of training delivered.

The standard cascade/ToT model is rarely very effective—even at the best of times—given the “photocopy effect” where quality erodes with each generation of training. Where the model is strongest, is where supports are put in place in order to share and support practices throughout the system. The PLC model is one of several which holds potential to be effective in Iraq, where project staff and consultants may not be able to provide on-site support. Distance delivery and blended learning models are another alternative, and it should be noted that these different strategies (including ToT) are mutually compatible, and would serve to reinforce one another. As noted above, the TTNI itself reflects the

philosophy underpinning the PLC concept, and its sound establishment through this project presents a considerable opportunity for the future activities of this project, as well as others in the teacher education subsector.

Relevance

FINDING 17: The project is doing good and important work, in a challenging implementation context, and in line with relevant frameworks and the needs of the beneficiary groups. In particular, the creation of a multi-purpose international network of universities, linking the Iraqi diaspora with their in-country peers, is a key—perhaps watershed—accomplishment.

The project is working in a technical area where the needs are high, and the assistance is much appreciated. The field data indicates that the project assistance is much appreciated by the teacher trainers, and that this extends not only to the subject upgrading, but also to the learning of new teaching methodologies. However, perhaps the most important achievement of the project relates to the establishment of the teacher-training network. The significance of this network should be underscored, as it is not only practical, but also symbolic of an opening up and renewal of exchange between academics and intellectuals inside and outside Iraq. This has touched project participants on a personal level, as indicated in the field data by respondents' words of appreciation for the project's work, and in particular the overseas training experiences and connections they have made with foreign professors.

This aspect of the project has been groundbreaking, reflecting both inter-ministerial cooperation, and also institutional will on the part of the 13 schools which constitute the network. It is also timely, in that there appears to be a great deal of good will by all parties involved, to come together to cooperate for the benefit of the Iraqi education system. Certainly, a desire to continue the work of the network is present. The MoU between project partners has been extended until 2011, and the field data from both inside Iraq and the international partner universities indicates a strong desire to continue these relationships.

Given this will, and the precedents of good work done to date, there is a potential here that the network will continue to grow beyond the life of the project. It is already the case that UNESCO is beginning to leverage this network for other purposes, for example Iraqi scholars are being hosted at international partner universities as visiting scholars, as part of a catalyst fund which is not part of the TTNI project budget. There is a hope, then, that the establishment of the TTNI can itself be something of a catalyst, which will provide a social and institutional infrastructure for the strengthening of ties between Iraqi higher education and the international higher education community. For this to happen, however, the direct connections between faculty and leadership at the various institutions need to be facilitated and encouraged, and UNESCO needs to be prepared to provide continued support until the network can take on a life of its own.

LESSON LEARNED 17: as above under Objective 1, Lesson Learned 1: The concept of professional and institutional networking is viable in Iraq

RECOMMENDATION 17 (for UNESCO, Iraq Office): That the TTNI be viewed not only an achievement, but also as an entry point for additional activities in the future.

UNESCO has already begun to do this to some extent, through linking the TTNI with visiting scholars and the AVICENNA network. The TTNI has the potential to function as a sort of infrastructure for other activities in the education sector.

FINDING 18: The project design makes due reference to background documents and agreements, and specific details related to the project implementation have been determined through consultation with national partners in response to emergent needs.

The 2003 *World Bank/UNESCO Joint Needs Assessment*, as well as the UNESCO's 2004 *Education In Transition*, provided the basis for the TTNI project design; both are referenced throughout project documents. Having based the project design on these two general needs assessments has helped the project to

ensure that project activities are relevant and appropriate while also providing a means to go beyond the status quo and introduce new ideas and concepts which will facilitate the continued reform and democratization of Iraq. The project has apparently also exercised some flexibility in responding to emerging needs during implementation, while balancing this with the mandated design of the project. One of the challenging pieces of work outlined by the project has been the multiplier-effects training, which was/is to be carried out by the national partner colleges. UNESCO has worked appropriately to support this work through covering of certain related expenses as a means to incentivize the national partners. In addition, where initiative has been shown by national partners, UNESCO is working to respond and support them, for instance at the time of writing, UNESCO had received a concept paper from Basra, requesting support to provide training to secondary teachers (beyond the mandated project scope), based on the 4-in-1 and multiplier effects training, and UNESCO was seeking a means to fund this initiative. Responsive support such as this, in-line with the spirit of the project's mandate, is to be commended.

LESSON LEARNED 18: In a dynamic implementation context, a willingness to be responsive results in new opportunities for achieving and extending results.

Elaborated above.

RECOMMENDATION 18: That a final evaluation of this project be conducted in conjunction with a needs assessment to feed into the upcoming teacher education project.

With this formative assessment taking place so close to the end of the project, a summative assessment would likely be somewhat redundant, unless the evaluation criteria were adjusted, or other developments justified a deeper inquiry into key areas of project performance. However, an evaluation done in combination with a needs assessment to inform the future implementation of the upcoming in-service teacher education project would be well worthwhile as an opportunity to capture and reapply the insights gained in response to the changing context in which TTNI has been implemented. To the evaluators' knowledge, the last in-depth needs assessment for education in Iraq was conducted in 2004, with much of the data coming from 2003. As such, in this rapidly changing context, a thorough update would be warranted.

FINDING 19: Coordination with the three involved ministries has been sufficient but a high degree of partnership is not apparent.

Among the many challenges of working in a dynamic environment like present-day Iraq, is the establishment of true working partnerships with high-level stakeholders. In a political climate where ministerial leadership changes on a regular basis and senior officers (including university deans and department heads as well as political focal points) even more frequently, it is extremely difficult to establish meaningful relationships or gain substantive, relevant input into project planning. All of this impacts efficiency of implementation, especially when management time is taken up with briefing and reporting which would otherwise have been unnecessary. The project steering committee (PSC) includes representatives from all eight Iraqi colleges, coordinators from the three ministries, and representatives from the international partner universities, as well as UNESCO. The PSC has met twice since project inception, with ongoing communication between meetings. The lead ministry on the GoI side has been the MoHESR. The field data and consultation with UNESCO indicates that the leadership in nearly all of these posts has changed at least once, and often more, during the span of the project. It should also be noted to that on the part of UNESCO, the current manager is the third since the project began.

There are a number of references in the field data to the lack of involvement of the MoE in the project. The available data does not provide elaboration on this point, but only to say that the MoE has not been sufficiently involved in the project decision-making. As the MoE is represented in the Project Steering Committee, the accountability of the project, in formal terms, is satisfied. The PSC minutes do not show record of dissatisfaction from the MoE in their level of involvement.

That said, while the main target group of the project is clearly within the purview the MoHESR, the ultimate beneficiaries of the interventions are the students within the school system. As such, the input of the MoE, and alignment with MoE priorities for teacher development and curriculum reform are very important. For instance,

the project has supported an approach to the reform of teaching which emphasizes participatory teaching and learning, with a spirit of inquiry into science. It is important that these efforts are consistent with other educational reforms which may or may not be underway, such as teacher assessment and promotional mechanisms, as well as student assessment procedures. Similarly, some of the content areas on which training was provided, and packages were developed—notably geology and environment—are not curricular subjects in Iraq, in either primary or secondary school. As such, the relevance of this training to teacher trainers is somewhat questionable at present. This is not at all to say that these subjects are not important—a case could easily be made that these are two of the more important subject areas for the future development of Iraq—however, the point is that they fall outside the existing system, and as such, the impact of these investments may be somewhat muted.

LESSON LEARNED 19: With constantly changing focal points, it is difficult to develop and maintain working relationships with project partners.

In such cases, the time of project staff can be skewed towards providing briefings and reports, and resubmitting documents and requests which were not dealt with during the handover period.

RECOMMENDATION 19a (for UNESCO): That a more proactive role be taken in coordinating the project between the involved ministries.

Host country ministries operate by their own agendas, but donors and implementing agencies have some considerable influence when it comes to matters that directly impact aid effectiveness. One very reasonable expectation would be that the ministries participate in project steering committee meetings on at least an *annual* basis. The project has had only two such meetings over the past four years. If costs are a concern, these meetings need not necessarily involve all institutional focal points, provided the information from the institutions is made available. Similarly, simply increasing the frequency of communication with the involved ministries will also increase the attention and level of discussion around the issues presented.

RECOMMENDATION 19b (for partner ministries): That a permanent focal point be provided for each project.

One can never foretell the future; staff leave their posts for any number of reasons. However officers employed within the government system do tend to remain within the government system. Thus, a commitment to not transfer the focal point during the planned implementation period of the project is a reasonable expectation.

RECOMMENDATION 19c (for UNESCO, MoHESR and MoE): That consideration be given to the development of an MoU between MoHESR and MoE covering, at least, matters related to pre-service teacher education.

If such a document already exists, then support is clearly required to put it into operation. Field data from both national and international partner universities indicates that there is not enough communication or cooperation between the two ministries. The evaluator is aware of, but has not seen, a Management Agreement for this project. If an MoU is not realistic, perhaps a more robust management agreement with detailed ToRs (read—expectations) for those involved, could be developed for future projects.

Impact

FINDING 20: The project is currently on track to achieve good results under each of the four mandated objectives and will likely reach numerical targets for activities; however, the impact of the activities will likely fall well short of what was originally anticipated.

The progress towards results in each of the project components has been detailed above, however a rollup statement is warranted in this subsection of the report. Essentially, based on numerical targets and the wording of the objectives and outputs, the project is on track to achieve all targets with the exception perhaps of the *adoption* of the National Strategic Plan for Teacher Education. However, as noted, these results statements are not well formulated. They are not sufficiently results-oriented and do not capture what the spirit in which the work appears to have been undertaken.

Several project reports cite an over-arching project goal which includes the following statement, “*The objective of the project is to create a critical mass of highly qualified teacher trainers who will serve to drive the reform process and ensure quality of teacher education in the reform process*”, which provides an indication of the project intent. Given the project structure, one could envision that the aspiration was to develop an elite cadre of highly qualified teacher educators, able to effectively replicate training and support teaching quality improvements among their peers, leveraging newly developed international standard curricula and linking out to their international peers and sharing resources through a thriving institutional network, all the while supported by an approved national reform strategy. As stated above, such aspirations, however, were overly ambitious given the constraints of the project (budget, time, implementing context). There is no doubt that the project has done good work within these constraints, however, further work remains to be done in order to reach the overall aspirations of the project.

LESSON LEARNED 20: Anticipated results, as well as targets and indicators, should be formulated to provide a clear view of what the project sets out to achieve.

While numerical targets are useful, they are only a small part of the picture. As such, it is difficult to determine exactly what the project was trying to achieve. This compounds challenges of effective planning as well as performance measurement.

RECOMMENDATION 20a (for UNESCO, Iraq Office; ITF administrators): As above, Recommendation 8B: That the project should be provided with sufficient time and funds to complete the current set of activities, even if this must go on past December 2010.

RECOMMENDATION 20b (for UNESCO, Iraq Office; ITF administrators): That in the future sufficient budget allocations are made to M&E to allow for the development of a more sophisticated logframe and performance measurement framework which outlines performance-oriented developmental results.

The need for this is detailed above with Finding 15.

FINDING 21: Field data collection indicates a general satisfaction with the work of the project, particularly among those individuals directly involved in capacity development initiatives.

The field data collection (generally) indicates a high level of satisfaction with all aspects of the project. Participants who have been involved in project activities—and especially those focal points and teacher trainers who were part of the first generation of training activities—spoke very highly of the project. Areas where praise was particularly focused were: the impact of the 4-in-1 training, effectiveness of the project management, the relevance and timeliness of the training, and design of the project (particularly the TTNI).

“There is optimism [...] the project is very important because it’s matching with the needs and priority of education in Iraq especially when Iraq was isolated of the other countries for decades...”

-quotation from MoHESR official

However, perhaps more importantly, there is a consistent tone of optimism reflected in the field data, giving the evaluator the impression that those involved feel that, in some way, they are part of something. The word “pioneering” was used to describe the project by two of the focal points from international partner universities, and it seems to fit with the responses of Iraqi participants as well. It is well acknowledged that there have been delays on some aspects of the project and that the work has not always gone forward easily, however there is a tacit sense of pride reflected in the data that those involved with the project are

breaking new ground and helping in a small way to move Iraq forward. For instance, one teacher trainer from Salah Al Din University indicated, “We become more motivated and our experience increased”, while another indicated, “the training opened new doors for me and improved my teaching skills”. The willingness of the participants to share their training and experiences is similarly echoed throughout the field data. These positive sentiments are shared at the central level, as one MoHESR representative indicated, “there is an optimism of the project regarding to the contact with the educational advanced world which considered a good step specially for country had face encountered difficulties and it was completely isolated from the outside world for a long time [...] The project is very important because it’s matching with the needs and priority of education in Iraq

especially when Iraq was isolated of the other countries for decades and that lead to Declining standard of education in Iraq.”

Lesson Learned 21: The personal impact of project interventions can be felt even when challenges may be faced during implementation.

In a management position, or as an evaluator, it is easy to get caught up in the day-to-day challenges of project implementation and progress towards results. However, for the beneficiaries, these challenges seldom enter the picture. The interventions simply touch them as they touch them. Despite the challenges encountered by the project, the work which has been done has been very well received by those involved with it. This underscores the point made throughout the report, which is that this project is doing very good work within a challenging context. The participants involved appear hungry for change and feel fortunate for their participation in this project.

FINDING 22: The project has been achieving good results at the individual level and has activities in place to create systemic supports for the reform initiatives. However there appears to be a gap at the institutional (university/college) level, which, if not addressed, will limit the impact of other results.

Capacity development is often described in terms of three nested levels requiring different types of interventions: individual, institutional, and system. The project, as implemented, has focused primarily on the individual level, with direct training and support. There are also activities underway to create support for reform at the system level through the creation of replicable training packages, and the drafting of the Strategic Plan for Teacher Education. However, there appears to be a gap in terms of the institutional capacity development of the CoSs and CoEs themselves. Notably absent from the long list of content areas around which training has been provided, and packages developed, is the topic of leadership, and related topics such as planning, administration, supervision, and mentoring/coaching. While in many cases, those in leadership positions at the colleges, such as deans and department heads, have been included in the 4-in-1 training, training has not been provided to support their efforts to lead change within their respective schools.

While the evaluator has previously indicated that the scope of the project was already overly ambitious, this is perhaps one area where the additional work would be well warranted. Good leadership within a faculty is critically important to the broad adoption of new instructional practices. There are many tools at the disposal of deans and department heads to encourage, support, and facilitate reform in their faculties, and such changes are always easiest when they are happening on several levels simultaneously. The need for further work to promote sympathetic changes within the colleges was noted during interviews with two focal points from international partner universities.

LESSON LEARNED 22: Capacity development needs to be balanced between individual, institutional and systems levels.

An imbalance in the favor of the individual level stifles the ability of the individuals to express and make use of their new capacity. This concern was explicitly stated by two individuals (one first generation trainer and one fellow), who were eager to implement what they had learned, or share it, but either felt they did not have opportunities, or that the environment was not conducive to letting that happen.

RECOMMENDATION 22: That future projects include contents related to institutional capacity development.

While it is too late to add in new training contents and package development in this project, some kind of training supporting institutional development such as university administration or leadership would have been appropriate. Future projects, especially aiming at improving teaching practices, should include complementary training for institutional leaders.

FINDING 23: There are large disparities in the apparent results achieved in the four target governorates.

It is well known to those involved in the project that there are major differences in the level of engagement and performance of the participants from the four governorates. While the participants and partner institutions in

Basra and Erbil have performed well, often demonstrating high levels of engagement and initiative, those from Anbar and Baghdad have, with exceptions, been relatively disappointing. This finding was reinforced through conversations with the focal points at international partner universities, who indicated that the differences were apparent in the attitudes and engagement of the participants from the different governorates. These attitudes also came through, though more softly, in the field data collection. In general, the field data regardless of the region from which it came was quite positive. However, in the few instances where strong criticisms of the project were voiced, they were from either Anbar or Baghdad. It is also duly noted that the security situation in the four regions correlates to these attitudes, making it all the harder to provide additional support to the areas that need it most. While the project design aimed for geographical balance and representation from the four regions, and numerical targets will likely be met in all four, it should be kept in mind that the developmental results in the four regions will not be comparable.

LESSON LEARNED 23: Project interventions achieve different levels of results in different contexts.

Differences need to be considered during planning, and implementing agencies need to work with in-country partners to determine appropriate means for moving the work forward in each target governorate.

RECOMMENDATION 23 (for UNESCO, Iraq Office): That program delivery be differentiated according to needs.

As an education project, this provides a chance to demonstrate at the project level the principles of differentiated instruction. While the overall program may remain the same across the project, the type of support provided to each institution during the final months of the project may be different. The evaluator recognizes that this is already happening to some extent and has elsewhere in the report noted successful instances of responsive programming. This approach is important during the final stage of implementation.

FINDING 24: The results of the project's capacity development initiatives have been strongly influenced by the selection of participants from national partner universities.

While differences in the characteristics of participants from different governorates were noted above, as per descriptions of international partners, there appears to be a more general comment warranted about participant selection for project activities. Problems with the selection of participants for project activities were cited in various project documents and mentioned as well by both project management and focal points at international partner institutions. In some cases it was noted that those participants from CoEs were far more receptive and engaged in the training than those from CoSs. While both CoEs and CoSs do produce teachers in Iraq, it was noted in the field data pertaining to students, that many of the students being taught by those CoS lecturers who had taken the project's training *do not intend to become teachers*. It was further noted in the Baghdad field report that, "what was clear from the views of most of the professors interviewed, that the project was supposed to be aimed at education colleges because they are the graduation of teachers, not the science faculty." The English is not clear, but it seems to indicate that CoSs in fact do not train teachers. This does not match with what the evaluator has come to understand from other documents and conversations with project management. Perhaps the field report is inaccurate on this point, or perhaps the CoS in Baghdad is an exception. If not, however, this would point to a major flaw in the project design.

Other problems with participant selection which were referenced by the foreign nationals interviewed included:

- wide differences in the backgrounds and specializations of those attending the training, which made it challenging to make the training relevant to all
- ages of participants, with some of the more senior participants being quite disengaged
- lack of computer skills or other relevant technical skills pertaining to the subject matter
- insufficient English ability, coupled with a lack of budget for interpretation/translation

LESSON LEARNED 24: A number of competing agendas impede the selection of ideal participants, especially for overseas training.

The selection of participants for international training or study tours is always somewhat problematic. While terms of reference were provided beforehand for the nomination of participants, there tend to be numerous competing motives for participant selection on the part of the nominating institutions. This also tends to be politically sensitive and so input from donors and host institutions tends not to be very well received. The exact processes used in the case of the 4-in-1 training are not clear to the evaluator, but perhaps the best that can be done is to create detailed ToRs for participants (including screening criteria), and have project partners agree to the ToRs first before participant selection begins. Participant screening then takes place against the ToRs in a transparent manner, so that accountability is shared. UNESCO should be prepared to cancel activities if necessary to demonstrate that these criteria need to be taken seriously.

RECOMMENDATION 24a (for project partners): That more care needs to be given to the transparent, criteria-based selection of participants.

Implicit in the above paragraph. Interestingly, several of the participants themselves also identified this issue, and indicated the need for more clear or detailed terms of reference for training participants.

RECOMMENDATION 24b (for training providers): That wide heterogeneity among participants be planned for, and that training be used openly as an opportunity to demonstrate the principles of effective inclusive and differentiated instruction.

This approach is very much in keeping with other new teaching methods introduced by the project.

RECOMMENDATION 24c (for UNESCO, Iraq Office, and ITF administrators): That budgetary provisions be made to accommodate translation and interpretation for any overseas training which will take place in English.

While this can add to costs, it is less costly than losing the training (even for just a few participants) due to a language barrier.

FINDING 25: The project has supported gender-related goals, but has missed opportunities for mainstreaming gender and other cross-cutting issues.

The project documentation aligns the project with agendas laid out in Education for All, and the Millennium Development Goals, and notes explicitly the gender-related aspects of these agendas. The project, for its part, has attempted to ensure a gender balance in participant selections. Furthermore, the project has included gender material in the training on-, and packages being developed for-, several of the targeted subject areas: special needs education, family education, and peace and democracy. In addition, the project is targeting a professional area—teacher education—which in which women are very well-represented. The Project Document indicates that 66% of students in the targeted colleges (the first line of indirect beneficiaries to project TA) are women, and a 2003 UNESCO survey indicates that women constitute 59% of Iraq's teachers. Thus the project can be said to be contributing to the professionalization, and therefore status, of these women.

While the project is to be commended for its work in this area, there have nonetheless been missed opportunities for mainstreaming gender themes across project activities. The Strategic Plan for Teacher Education makes no reference to gender issues, nor—insofar as the evaluator has been able to find—have they been included in the 4-in-1 training materials. The project's gender-related interventions have targeted teacher trainers (directly) and teachers in training (indirectly), however, with girls constituting just 38% of the student population, and with the social dominance of men, particularly in the sciences, consideration of broader reaching interventions would have been warranted. There is, for instance, a significant body of work available to draw on with respect to gender-responsive teaching, which is very much compatible with the project's pedagogical orientation. It would have been (and may still be) quite feasible to incorporate some of these ideas and strategies into the pedagogical materials which are being pulled together with the training packages under development. Similarly, there is a good deal of material on strategies for engaging female students in math and science, and on breaking down some of the social norms which tend to lead to the male domination of these technical areas.

LESSON LEARNED 25: When a strategy for the mainstreaming of cross-cutting issues isn't articulated, opportunities for supporting those issues are more likely to be missed.

While there will always be “more that could be done” on such issues, the simple articulation of a strategy raises the level of awareness and profile of the issues, and tends to yield good returns on a relatively modest investment of time.

RECOMMENDATION 25 (for UNESCO, Iraq Office): That a mainstreaming approach for the support of cross-cutting issues such as gender be pursued.

It is worth noting, however, that the concept of gender can be a somewhat sensitive topic in the Middle East. In the context of education projects, it may be more prudent to focus on the broader “human rights-based approach” which includes support to those marginalized by gender, poverty, or disability. It tends to be easier to cultivate political will for the support of a rights-based approach, than for gender programming alone.

Sustainability

FINDING 26: Formal measures to ensure sustainability of investments are not yet sufficient.

The fate of the project’s legacy, after four and half years of implementation, is unclear at this point in time. While the project has engaged in effective and groundbreaking work, the lasting benefit to anyone outside of those directly trained by the project has not been ensured. The question of what will be left after the project closes its doors is an important one, and at present, the answer is not yet satisfactory. Trained individuals will continue to apply their training as best they can. A number of training packages have been developed, but these have not been formally adopted or replicated. The TTNI MoU has been extended to 2011, but this document alone does nothing to ensure any life within the TTNI. With just seven months before the closing of the project, it is urgent that sustainability issues be prioritized.

There is currently no sustainability/exit strategy for the project. Conversations with the project management suggest that there is, within UNESCO, a vision for the future life of at least some of the project’s investments, and this vision, if realized, could be quite inspiring. However, plans for sustainability have not been documented, and little time remains to bring them to fruition. There are plans to discuss project shutdown procedures at the upcoming steering committee meeting, however the discussion and planning should not wait until then. When asked about sustainability, one representative of the MoHESR indicated that the ministry has not made any financial allocation to support the sustainability of the project, but that, “there is a desire to expand the project to include the rest of the Iraqi universities or the work of similar programs in the Iraqi universities which were not covered in the project.”

LESSON LEARNED 26: Sustainability planning should take place well before the end of the project.

Ideally, in a project of this length, substantive discussion around sustainability should take place before the final year of implementation, such that the sustainability plan can be operationalized during the final year of work. Sustainability planning should consider issues of ownership, expansion, replication, and institutionalization, and should cover both financial and technical (maintaining and assuring quality) aspects of sustainability. In this project, had sustainability planning begun earlier, there would have been scope to work, for instance with deans and department heads to support the development of individualized plans for broader faculty development within the targeted colleges.

RECOMMENDATION 26 (for UNESCO, Iraq Office): That UNESCO draft, as soon as possible, a sustainability and exit strategy for the project, suggesting the responsibilities of the different stakeholder groups, and circulate it to PSC members for feedback prior to the next PSC meeting.

The sustainability and exit strategy should detail the plans for the best leveraging of project investments with the minimum of future investment, focusing on supporting the GoI and Iraqi stakeholders to take maximum ownership. Building on the discussion above, and conversations with project management:

- Objective 1: ToRs for the TTNI should be revisited to outline the substantive activities of the network, focusing on the potential usefulness of the TTNI and TTNI website after the close of the

project itself. There is a potential to establish a lively online forum, with sharing of information, resources and strategies between teacher trainers.

- Objective 2: Efforts are underway to roll out the multiplier effects training using the new training packages. It is time to consider how the cadre of project-trained teacher trainers (including both generation one and two) will be leveraged by the Iraqi higher education system. They have the potential to provide a lasting impact within the system, beyond the teaching of their own students. The PLC model referenced above should be explored further.
- Objective 3: The establishment of three AVICENNA virtual campuses in Iraq, and the potential to tie these in with the TTNI, is quite exciting. The development of computer-based training packages is underway, and some are already complete. The question of distribution and formal adoption of these packages within the system should be explored, as should be the direct linkages of these packages to the K-12 curriculum, such that their relevance to the MoE can be underscored.
- Objective 4: As indicated above, the investment in the Strategic Plan for Teacher Education risks being lost if it sits on a desk waiting for the completion of the National Education Strategy. Depending on the progress of the latter, various alternatives for the final delivery of the former should be explored, such as the recasting of the paper into an alternative format to generate discussion and influence policy.

FINDING 27: The project, as implemented, has focused on individual level capacity development. As such, while the individuals trained will no doubt sustain their new knowledge and skills, the institutional capacity is lacking to make best use of these investments.

As noted above, the emphasis of the project, as implemented, has been on individual capacity development. Sustainability and institutionalization go hand in hand, and it is somewhat precarious for project investments in technical assistance to be concentrated at the individual level.

It appears that in terms of institutionalization of training, it has been left up to the targeted institutions to take up the task and carry it forward. There are glimmers of hope in this regard, one CoS Dean, when asked if his faculty was undertaking any initiatives to support the institutionalization of project interventions, replied, *“Yes, and we are yearly held meeting with teaching staff once in the beginning of year to provide them tips for style lectures and implement the program, and at the second meeting at the end of year to Interesting of questions examination and how to evaluate the students”*. While this is relatively modest, it does indicate that there are entry points for the discussion of institutionalization. The professional development units which are present within some of the colleges would be important targets and participants for such a discussion. Several other field evaluation participants noted on their response forms that they felt they lacked the environment or opportunities to make good use of what they had learned.

While institutionalization is not a process which can be achieved directly through project interventions, it can be facilitated. It would be worthwhile to engage in a process of soliciting and sharing best practices between colleges before the end of the project.

LESSON LEARNED 27: Institutionalization of capacity development needs to be planned for and supported.

This is not necessarily the same thing as institutional capacity development (referenced above under Finding 22), though the two go hand in hand.

RECOMMENDATION 27 (for UNESCO, Iraq Office): That future projects plan early for the institutionalization of capacity development, helping participants move from training, to application of new knowledge and skills, to supporting them to institutionalize the new knowledge and skills in their workplace.

For this to take place, initial training needs to be completed, usually, before the final year of the project, if not earlier.

SECTION 6: OPERATIONAL EFFECTIVENESS

Alignment and Harmonization

Relevant documents were cited in the project documentation, including the Joint Needs Assessment, the International Compact for Iraq, Millennium Development Goals, and Education for All. A peer review was undertaken prior to implementation. During implementation two project steering committee meetings were held, involving representatives of the three ministries involved (MoHESR, MoE, MoP). There was additional ongoing communication between UNESCO and the ministerial focal points.

The project is contributing to human development in Iraq, and in particular, to the achievement of 2011 Millennium Development Goals. As indicated in section 4.4.1 of the ICI, the GoI is working to, “Improve adult literacy by 25% and school completion rates by 25%; Achieve gender parity at all levels of education; Increase education budget from 3.5% to minimum 5% of GDP”.

The government participated in PSC meetings and provided some follow-up in country to support and encourage the implementation of activities.

Some of the colleges targeted have a training/professional development unit whose work is highly relevant to the work of the project.

Management of Development Results

Three ministries, MoHESR, MoE, and MoP were involved in the PSC. Each was represented by a coordinator/focal point. MoHESR was the lead ministry. The level of engagement from the GoI appears to have been quite limited, according to evaluation; delays in obtaining documents from the GoI, as well as constantly changing GoI focal points.

According to evaluation results, the three key implementation challenges were:

1) Constantly changing focal points:

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. Moreover, UNESCO faced many difficulties in the coordination with the MoE in Iraq, due to the changes of the Project Focal Point.

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). Significant difficulty was often faced in obtaining the visas in a timely and predictable manner which resulted in postponements of trainings which resulted in delays in implementation.

3) Security situation:

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, Basra, and Erbil. Due to the security situation it was difficult to initiate the multiplier effect trainings on time, especially in Baghdad and Anbar.

However, the evaluation indicated that the challenges are no longer a major issue, “Implementation constraints have been currently solved. The TTNI, which also connected Iraqi professors in the Diaspora with partner Iraqi universities, is actively involved in the completion of the project, project focal points at MoHESR and MoE are now following-up on implementation of project activities and taking active ownership of all project activities.”

Gender:

The project encompasses a gender dimension in the extent that female participation in the trainings is consistently encouraged. 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. UNESCO Iraq has also provided four of the fellows internships at UNESCO Iraq after graduation, allowing them the chance to “operationalize” their studies.

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.

It appears that a mainstreaming approach for full integration of cross-cutting issues has not been utilized by this project. See Finding 25: The project has supported gender-related goals, but has missed opportunities for mainstreaming gender and other cross-cutting issues.

Capacity Development Approach

The project provided training sessions outside of Iraq, and supported replication of training inside Iraq. For further details, see Finding 2 and Finding 16

Topics for capacity development were apparently determined through consultation with national partner universities. Programs were based on their self-reported needs.

Accountability

National partners provided UNESCO with data pertaining to activities inside Iraq. The current MoHESR is well-informed, and provided the evaluation team with a detailed itemization of training achievements to date.

SECTION 7: CONCLUSION

The TTNI project can be characterized as a good project, functioning well in a challenging context. The original project design was overly ambitious, but it is nonetheless on track to achieve its mandated numerical targets. The key issues outlined in this report revolve around the results-based management of the project—namely, that the project logic and performance-oriented results are not explicit, and that monitoring and evaluation within the project have been rather limited. As such, the project has evolved to have an overly activity-oriented approach. While the activities appear to be achieving good results in and of themselves, the aggregation of results along the results chain has been lost, to a large extent, and as such, the project will likely fall well short of its overall developmental aim.

That said, the project has achieved a great deal. Foremost among the achievements of the project has been the development of an innovative multi-stakeholder teacher training network for Iraq, which has linked together eight Iraqi colleges with five international partner institutions. This network has pioneered a new mechanism for opening up the higher education system to international best practices, and has provided tangible opportunities for the delivery of modern training and content updating, as well as entry points for UNESCO to explore other partnership activities in higher education. To date, the project has successfully utilized the network to conduct training, and work collaboratively on curriculum resources, and is in the process of developing an online platform which will create further opportunities for exchange.

The activities of the project are targeting and meeting real needs of professionals within the Iraqi teacher education system, and a number of the activities focus on the development of the system itself. The work is well-grounded, and while this report has attempted to identify areas where the work could be further strengthened, the overall impression which the evaluator would like to leave with the reader is resoundingly positive.

ANNEXES

Annex A: ToR

II. Purpose of the evaluation.

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. Further, as the Teacher Training project is ongoing, this will be a formative evaluation, designed to measure the results of the project thus far against its objectives with a view to providing UNESCO with recommendations for corrective actions that can be taken over the remainder of the project timeframe, as well as recommendations to improve general implementation modalities and future similar initiatives that UNESCO might undertake in supporting the reconstruction of higher education in Iraq.

In addition, the results of the evaluation will be circulated to the principal donor and relevant sections at UNESCO Headquarters and posted online on the office website as well as the ITF UNDG website at UN headquarters in New York. It is also expected that this formative evaluation will contribute substantially to the eventual final evaluation which will be conducted at the project's conclusion.

III. Evaluation objectives and scope

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.

The overall objective of this evaluation exercise shall be to address the following basic issues:

- To what degree has the program objectives been attained over time thus far?
- Is the program cost-effective?
- Is the amount of benefits being delivered the right amount?
- Are there areas requiring immediate adjustment?
- Are there any lessons learned/good practices identified thus far that could inform future similar interventions?

With the lens of these five principles, the evaluation of the Revitalization of Technical and Vocational Education and Training Phase II project will provide answers to the following questions:

Efficiency:

- Have the outputs been delivered in a timely manner thus far?
- Have UNESCO's organizational structure, managerial support and coordination mechanisms effectively supported their delivery?

Effectiveness:

- What has been the progress made towards achievement of the expected outcomes and expected results?
- What are the reasons for the achievement or non-achievement?
- To what extent have beneficiaries been satisfied with the results thus far?
- Does the programme have effective monitoring mechanisms in place?

Relevance:

- Are the programme objectives addressing identified needs of the target group(s)?

- Do the activities address the problems identified?

Impact:

- In what ways – socially, economically, politically, environmentally and attitudinally - has the project impacted the intended beneficiaries and other stakeholders?
- To what extent can the changes that have occurred as a result of the programme be identified and measured?

Sustainability:

- Are the activities stated in the program sustainable after the cessation of UNESCO support?
- What is the likelihood that the benefits from the programme will be maintained for a reasonably long period of time if the programme were to cease?
- Is the programme supported by local institutions and integrated with local social and cultural conditions?

IV. Evaluation Methodology

The successful entity/evaluator is expected to provide a sound and practical methodology to undertake the project evaluation, taking into consideration that UNESCO Iraq Office operates from Amman and the difficulty of physical access to Iraq. Notwithstanding this, the evaluator is expected to liaise with participating ministries and universities, implementing partner universities and institutions, etc.

Evaluation methods shall include:

- Review of UN joint strategic documents
- Review of project document and activity evaluation reports (desk review)
- Interviews
- Field visits (if possible)
- Questionnaires
- Surveys
- Observation

a) Time period

It is envisaged that the evaluation of the TVET II project will consist of three main phases:

Submission of UNESCO Inception Report (framing the evaluation and methodology), data of UNESCO internal data collection complete (estimated 3 weeks);

beneficiary/partner data collection, analysis and drafting the report (estimated 8 weeks);

Revisions to / and presentation of the final report (estimated 6 weeks).

b) Composition of the Evaluation Team

The evaluation should be headed by a qualified and experienced project evaluator assisted by an education specialist with experience of similar activities. Knowledge of Arabic would be a plus. The team should have the following qualifications and skill areas: Prior experience in program evaluation; thematic area strong knowledge of evaluation methods and data collection and analysis skills;

Technical competence in sector or area of study to be evaluated;

Relevant in-country or regional experience, language proficiency.

V. Management

The Evaluation will be undertaken by independent evaluator/s (individual consultant/s or organization) that is in line with the UNEG Norms and Standards and in accordance with the parameters included in the terms of reference.

The evaluation will be undertaken in close consultation with Iraqi partners and all effort will be made to allow the Iraqi partner/s to drive the evaluation process in line with UN Evaluation Group (UNEG) Norms and Standards (www.uneval.org)

Role of UNESCO:

- Provide project background information and any other relevant data required by the evaluation team
- Ensure that all stakeholders are informed about the evaluation process
- Oversee the process in accordance with the agreed terms of reference and the UNEG Norms and Standards, and ensure that the process remains neutral, impartial and independent
- Approve the evaluation final report and disseminate evaluation findings
- Facilitate the field work for the evaluation team and contact with the Iraqi partners and other relevant partners and stakeholders.
- Provide management response to evaluation findings and recommendations

Role of National Counterparts

In line with the Paris Declaration (www.oecd.org/dataoecd/11/41/34428351.pdf), the national counterparts will be encouraged to participate in the evaluation process right from planning to sourcing information to the dissemination of evaluation findings and contribution to management response. This would enhance national ownership of the process and promote the spirit of mutual accountability.

Role of Evaluation Team/ Evaluator/s

The Evaluation Team is responsible for:

- Undertaking the evaluation in consultation with UNESCO and in full accordance with the terms of reference;
- Complying with UNEG Norms and Standards as well as UNEG Ethical Guidelines;
- Bringing any critical issues to the attention of the Evaluation Manager (appointed by UNESCO) that could possibly jeopardize the independence of the evaluation process or impede the evaluation process;
- Adhering to the work plan, to be mutually agreed with UNESCO, as commissioner for this evaluation;
- Ensuring that the deliverables are delivered on time, following highest professional standards.

VI. Deliverables

1. An inception report which contains the results chain of the programme (drawn from the desk study), an evaluation plan and a list of reviewed documents. The evaluation plan should contain the proposed data collection methods and data sources to be used for answering each evaluation question. The plan should also contain a timeline of key dates.
2. A Draft evaluation report which should be delivered with adequate time to allow discussion of the findings and formulation of recommendations.
3. Final evaluation report (In English, 2 signed copies, both printed and electronic) which should be structured as follows
 - Title Page
 - List of acronyms and abbreviations
 - Table of contents, including list of annexes
 - Executive Summary
 - Introduction: background and context of the project
 - Description of the project – its logical theory, results framework and external factors likely to affect success
 - Evaluation Methodology & Approach (including key challenges and limitations)
 - Findings with clear evidence base and interpretations, highlighting both success stories and unsatisfactory findings
 - Conclusions
 - Recommendations for corrective actions (if any) and future similar interventions
 - Lessons (thus far) and generalizations
 - Annexes

Annex B: Information Sources

1. Key official UNESCO documents

- Project Document (2006)
- UNDG ITF submission form
- Answers to questions asked by peer review group
- MoU for TTNI (2007)
- First TTNI steering committee meeting minutes (May 2007)
- Second TTNI steering committee meeting minutes (Aug. 2009)
- 2010 Q1 Fiche
- 2008 Q1 Fiche
- 2008 Q2 Fiche
- 2008 Q4 Fiche
- 2009 Q1 Fiche
- 2009 Q3 Fiche
- 2009 Q4 Fiche
- Semi-annual Report (Mar. 2007)
- Semi-annual Report (Dec. 2007)
- Semi-annual report (Sept. 2007)
- Semi-annual Report (Jun. 2008)
- Semi-annual Report (Dec. 2008)
- Request for extension (Dec. 2008)
- Project budget revision (Dec.2007)
- Project budget revision (Jul. 2008)
- Project budget revision (Jan. 2009)
- Project budget revision (Jul. 2009)
- Request for extension (Dec. 2008)
- 2007 M&E plan for outputs
- Work plan (Jul. 2009)
- Implementation rate and open obligations
- Final report - chemistry and biology, University of Alberta (Nov. 2007)
- Final report - environment (Feb. 2008)
- Final report - geology (Aug. 2008)
- Final report - math (Nov. 2007)
- Final report - fine arts (Apr. 2008)
- Final report - peace and democracy (Apr. 2008)
- Final report - special education (Apr. 2008)
- Final report - physics (Dec. 2007)
- Consolidated trainees evaluation of conducted trainings
- Strategic Plan For Quality Teacher Education in Higher and Secondary Education (2008)
- TTNI Instructional Design Template

2. Desk study documents

- UN Assistance Strategy for Iraq (2005-2007)
- UN Millennium Development Goals
- Joint Needs Assessment 2004
- Iraq National Development Strategy
- Iraq Education in Transition: Needs and Challenges (2004)
- The International Compact with Iraq

Annex C: in-depth interviews:

Governorates	Location / Job description	Names
Anbar	Al Anbar University/ The Dean of the Collage of Education for Girls	
Anbar	Teachers of Al Anbar University	
Baghdad	The Director of International and Arab Organizations / Scholarships Department	Dr. Jamal Abbas AL Adly
Baghdad	The Ministry of Higher Education and Scientific Research / The office of the Undersecretary	
Baghdad	The Ministry of Higher Education / the Project coordinator for teachers' training sessions	Dr. Benaz Omar Abdullah
Baghdad	Teachers of Education and Art Collage	
Baghdad	Teacher of Science Collage	Dr. Saad Sheikhly
Baghdad	the Dean of the Ibn Rushd Collage of Education	Dr. Karim Haidar
Baghdad	The Project Coordinator for the College of Education	Dr. Rana Zuhair
Baghdad	Teacher / Education collage	Dr. Fadhila Mohammed Al Mossaoy
Baghdad	Teacher/ Education collage	Dr. Dawood Abdul Salam
Baghdad	Teacher / Science Collage	Dr. May Taleb
Baghdad	Teacher / Science Collage	Dr. Neamat Jamel
Baghdad	Teacher of Science Collage	Dr. Balsam Salem
Baghdad	Teacher of Science Collage	Dr. Waled Abdul Majeed
Baghdad	Teacher of Science Collage	Dr. Bahar Hamd
Baghdad	MoP / General director of HR department	Ms. Nawal Abbas
Basra	Dean of the Education collage / Basra University	Dr. Ameen Abdull Jabar Abdulla
Basra	Dean of the Science collage/ Basra University	Dr. Mohammed Jasim AlAsaady
Basra	Teachers of Education collage	Dr. Kaian Abdul Azeez Motlaq
Basra	Dean of the Education collage/Al Basra University	Dr. Ameen Abdul Jabar Abdulla
Basra	Basrah University/ Science collage	Teacher in psychics department
Erbil	Salahdin University / college of Education	MS. Neama Khudher
Erbil	Salahdin University / college of Education	Ms. Nissren Thabit
Erbil	Salahdin University / college of Education/ General Director of Scholarships	Dr. Kofend Hussain Sherwani
Erbil	Salahdin University / College of Science	Dr. Ali Hassan
Erbil	Salahdin University /College of Science	Students in Partner Colleges
Erbil	Salahdin University /College of Science	Dr. Deiaar Salah Al Dieen
Erbil	Salahdin University /College of Science / The Dean of Science Collage	Dr. Kamal Mostafa Mahmood
Erbil	Salahdin University /College of Science	
Erbil	Salahdin University /College of Science	
Erbil	Salahdin University /College of Science	
N/A	Focal Point, University of Alberta	Dr. George Richardson
N/A	Focal Point, University of Cairo	Dr. Sami Nassar
N/A	Focal Point, Bangor University	Dr. Jani Kassab
N/A	Focal Point, University of Turin	Dr. Elena Ranieri (accompanied by one additional colleague)
N/A	Director International Relations, University of Turn	Dr. Maria Ciavarella
N/A	Advisor to the Minister, KRG Higher Education, formerly involved with the design of the project	Dr. Beriwan Kailany

Annex D / Evaluation guidelines & questionnaires

APPENDIX A: **Interview protocol for Government Focal Points**

Please record the official title of each interviewee, along with the name of their institution, so that it is possible to connect this data with the data from other data collection tools used with teacher trainers and students at this institution.

Introduction and Preamble:

Evaluation team members will introduce themselves briefly, and provide background and purpose for their meeting and interview.

Questions:

General information:

What is your level of familiarity with the project?

How long have you been involved with the project?

In what way are you involved in the project? What is the extent of your involvement?

Was there someone else responsible for this role in the project prior to you? If so, how many times has this post changed since the design phase?

Effectiveness:

Is the project achieving what it set out to achieve, that is, supporting the improvement of teacher education in Iraq?

Probes: Is the project delivering on its commitments and meeting your expectations? Please review the project's goal and key objectives—Do you feel the project has, to date, been effective in making progress towards these results? Overall, how satisfied are you with the project to date? What do you consider to be the main achievements of the project to date?

How satisfied are you with the *activities* being implemented by the project?

Probes: Are there activities that you have been disappointed with, or which have fallen short of their targets (in terms of quality or quantity)? Are there activities which you are particularly pleased with, or which have exceeded expectations?

[follow up with questions related to each component of work]

- a) **Creating a teacher training network for Iraq.** Has the work regarding establishing the TTNI met your expectation? Do you feel it is providing substantive benefits?
- b) **Creating a critical mass of highly qualified teacher trainers.** Do you feel the teacher trainers have gained significant knowledge and skills, sufficient not only to improve their own teaching, but also to train others to do so?
- c) **Establishing modern and updated curricula for the CoSs and CoEs.** Has the curriculum reform been satisfactory in terms of scope, depth and pace?
- d) **Formulating a national strategy plan for teacher education.** Are you satisfied with the progress made, and processes used in this work?

What is your impression of the monitoring mechanisms in place in this project?

Probes: Does the project provide quality assurance, monitoring, and follow-up support to the beneficiaries, as appropriate? Are you aware of, or participated in, the project's monitoring and evaluation activities?

Efficiency:

Do you feel the project is being managed effectively, in order to achieve efficient delivery of results?

Probes: Do you feel the project results have, to date, been implemented efficiently? Have the original planned timelines been met? If they have not been met, are you satisfied with the reasons? What factors have contributed to or hindered the efficiency of the delivery of results? Is the project being implemented efficiently?

Do you feel the project has been efficient from a cost perspective?

Probes: What factors have supported or hindered the cost efficiency of the project? Could the results have been achieved at a lower cost through adopting a different approach and/or using alternative delivery mechanisms?

Please provide any comments you have about the efficiency of the project's activities.

Probes: Consider the project's work in the different areas: the teacher training network; TTNI website; training of trainers; multiplier effects training; fellowship programs; curriculum development; and development of the teacher education strategic plan.

Relevance:

Is the project in-line with the needs and priorities of teacher education in Iraq?

Probes: Have you been involved in decision-making enough to ensure that the project's initiatives are coordinated with other initiatives of your ministry? Has this project sufficiently built on other donor interventions in education in Iraq, such as those related to *in-service* teacher education? Does the project, in your view, support the achievement of the UN Millennium Development Goals?

Have there been some activities which have been more relevant than others? Please explain.

Probes: Are there some initiatives which have really resonated with local needs? Are there initiatives which, in retrospect, were poorly designed or poorly planned?

Impact:

What do you feel are the measurable improvements, if any, made to date in the Iraqi teacher education system that can be attributed to the project's interventions?

Probes: In what ways has the project observably benefited the institutions and individuals that it has been working with? What are the key achievements thus far? Is there anything which you feel particularly proud of or satisfied with?

Sustainability:

Do you feel the interventions of this project are resulting in sustainable changes?

Probes: Will there be a lasting effect on the teacher education system in Iraq? Will any of these activities will be replicated or expanded by the GoI? Is there a sense of *ownership* at your ministry, for the work initiated by this project?

★Has there been discussion yet regarding a sustainability/exit strategy for the project closure? Have any financial commitments been made by your ministry to continue/expand this work?

- a) **The teacher training network?** Does the network and communication between partners appear to have enough momentum that it will continue after the project closes? Are there plans for an updated MoU between the partners? Are the virtual campus and other web resources being well utilized? Are the college focal points committed to maintaining the network? Is there sufficient enthusiasm from the Iraqi diaspora? What are the risks for this TTNI failing after the project closes?
- b) **The training of trainers?** Has a “critical mass of highly qualified teacher trainers” been achieved? Do the targeted teacher trainers have sufficient strength, expertise and numbers to create the necessary shift in quality teacher education with modern teaching methods? What are the risks that teacher training does not improve broadly as envisioned in the project design?
- c) **Curriculum reform?** Are there plans at the ministerial level for the sharing, replication or formal adoption of the curriculum packages which are being developed? Will the push for curriculum reform continue at the Ministerial level?
- d) **The national strategy for teacher education?** While this work has not yet been completed, what is your opinion about its outlook?

Lessons Learned:

As the project comes to the close over the remainder of the year, what recommendations do you have to maximize the impact and sustainability of all the hard work which has been done to date?

What recommendations do you have for future UNESCO programs, in light of your experiences with this project?

APPENDIX B: Interview protocol for College Focal Points

Please record the official title of each interviewee, along with the name of their institution, so that it is possible to connect this data with the data from other data collection tools used with teacher trainers and students at this institution.

Introduction and Preamble:

Evaluation team members will introduce themselves briefly, and provide background and purpose for their meeting and interview.

Questions:

General information:

What is your level of familiarity with the project?

How long have you been involved with the project?

In what way are you involved in the project? What is the extent of your involvement?

Was there someone else responsible for this role in the project prior to you? If so, how many times has this post changed since inception?

Effectiveness:

What project activities has your institution been involved with which have made a strong impression on you, either positive or negative?

Probes: Have the project’s interventions in training of trainers and curriculum reform met your expectations? Has the teacher training network developed to your satisfaction?

Can you describe how your college has participated in the teacher training network?

Probes: What has your college's participation in this network meant, in concrete terms? What benefits have you seen from this? How could this network be improved?

How effective do you feel the project's 4-in-1 training was in raising the expertise and quality of teaching of those who participated?

Probes: Was the training sufficient? In your opinion what were the strengths/weaknesses of the training?

- a) To what extent are you seeing the application of new teaching methodologies in your classrooms?
- b) To what extent have the professors increased their expertise in their respective subject areas?
- c) What curriculum reforms have taken place as a result of the project's work?
- d) What is your impression of the new training packages being developed by your faculty?

What is your opinion on the effectiveness of the multiplier effects training within your college?

Probes: How do the results of the multiplier effects training compare with the results of the initial 4-in-1 training? Have the trainees gained significant expertise in their teaching methods and content knowledge? Will their own classroom practices improve as a result of this training? What changes in practice are you seeing now that the training is complete?

Efficiency:

From your perspective, has the project implementation been smooth and efficient?

Probes: Has the project coordinated well with your institution? Has the project been effective generating and maintaining momentum in the activities you've participated in?

Relevance:

Do you feel the project is meeting the needs of your college in general, your faculty, and your students?

Probes: Do you have any recommendations which would help to make the project's work more relevant or engaging? Do you feel you have had sufficient input into the project's activities?

Is this project complementary to any other initiatives within your institution?

Impact:

What observable changes can you document as a result of your college's involvement in this project?

Probes: Overall, have teacher education in your college improved due to these interventions? Have there been other lasting changes which you have observed? Have you seen observable effects from the involvement of your faculty in:

- a) Crash courses carried out by the project for computer skills and English
- b) Training of trainers (4-in-1 training and follow-up multiplier effects training)
- c) Teacher training network
- d) Fellowship programs
- e) Other activities

Has your college arranged any follow-up activities for the broader dissemination of what your faculty members have learned through these initiatives?

Probes: Have they shared knowledge with other staff (formally or informally)?

Sustainability:

After the project ends this December, will its benefits continue?

Probes: What initiatives will continue to thrive? What initiatives are at risk of fading or being lost?

The project is working to introduce new teaching strategies and modernize curricula—Are there steps being taken within your college to institutionalize these initiatives?

Probes: Are these reflected, for instance, in professors' job descriptions or evaluation criteria?

What needs to be done in the next 8 months to ensure that the maximum benefits are reaped from all the hard work done to date?

Lessons Learned:

Based on your experiences with this project, do you have any recommendations for UNESCO in their planning of future initiatives related to teacher education?

Teacher Trainer Assessment for College Focal Points

Please think about the teacher trainers in your faculty who have been involved in the project's capacity development activities (training, TTNI etc.). Thinking about their average levels of quality, please provide a score for each of the criteria below, indicating the level of quality of teacher trainers prior to the project (retrospective), and at present, ranging from ① (very poor, minimal), to ⑤ (outstanding, exemplary).

Criteria (with annotation)	Retrospective Baseline (2006)	Current level (2010)
Teaching Methods Variety of methods; group work; inquiry methods; arranging different types of learning experiences for students; supplementing textbook material with additional student experiences	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Instructional Practices Facilitation skills; efficiency; organization; classroom management; engagement of students; questioning techniques; lecturing ability	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Planning Lesson planning; course planning; pacing throughout semester; plans carefully designed to meet course objectives; plans include reference to instructional strategies and assessment methods; plans adjusted regularly in response to students' needs	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Assessment Closely monitoring student progress during the semester; using formative assessments; assessment done in a variety of ways (formative/summative; informal/formal); assessment tasks are varied etc.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Content Mastery Ability to explain concepts in several different ways; ability to make linkages between different course contents; aware of new developments (current research) in the subject discipline; able to explain complex ideas in a way which students understand; confidence in mastery of the course content; able to respond easily to student questions	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Professionalism	① ② ③ ④ ⑤	① ② ③ ④ ⑤

Identity as someone who has specialized and important knowledge; professional collaboration with colleagues (at your institution and at other institutions); engages in professional dialogue with others; reads current material related to the profession		
Student Performance Students perform well on assessments; students attend class regularly; students do not drop out of class;	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Comments:		

APPENDIX C: **Survey for Teacher Trainers (Generation 1)**

Introduction and Preamble:

This survey has been developed as part of a UNESCO request to conduct a formative evaluation of the Training of Trainers in Teacher Education for Sustained Quality Education project. We request that you kindly respond to each question to the best of your ability. Your name will not be recorded, and we therefore request that you be open and honest in your responses.

General Questions:

What institution (university and college) do you belong to? _____

What is your job title? _____

Are you part of the “core group” of trainers involved with writing curriculum packages? _____

What is your level of familiarity with the project and its activities?

List the project activities which you have been directly involved with:

To what extent has the project, overall, helped you to improve as a teacher educator? In what ways?

Not at all Very much Please explain:

① ② ③ ④ ⑤

What new knowledge, skills, or expertise have you gained as a result of project activities? Please list:

Four-in-one Training

What was your impression of the training you have received (4-in-1 training)?

How did the training compare with your expectations? Did it accomplish what you had hoped? Did it cover the kinds of topics that you wanted/expected it to?

To what extent did it increase your awareness of new teaching methodologies?

Not at all Extremely Please explain:
well

- ① ② ③ ④ ⑤

How able are you, now, to actually use those methodologies in the classroom?

Not at all Extremely Please explain:
well

- ① ② ③ ④ ⑤

To what extent did you gain expertise/capacity to be effective in developing curriculum materials and teaching your subject area?

Not at all Extremely Please explain:
well

- ① ② ③ ④ ⑤

Please describe your experience once you returned to Iraq, as you tried to implement what you had learned in your training? Were you able to apply the new teaching methods you were introduced to? Did your teaching improve as a result of the training? Did you receive follow up support from the project, or did you and your colleagues support one another?

Do you have any additional comments about the crash courses on English or computer skills?

Teacher Training Network (TTND)

Please list the ways in which you are involved in the teacher training network. *Please describe in what ways you are involved? What does your involvement look like, in concrete terms?*

Have you found this network to be helpful? In what ways?

Not at all Please explain:

Extremely

- ① ② ③ ④ ⑤

Multiplier Effects Training

How do you feel about the multiplier effects training which you and your colleagues delivered at your college? *Please provide an analysis of the overall quality of the training. Do you feel your colleagues who you trained now have the knowledge and skills necessary to apply what they learned in their own classes?*

Please tell your opinion of how the results of the multiplier effects training compare to the results of the initial 4-in-1 training which you received.

Much less Much Please explain:

better

- ① ② ③ ④ ⑤

How do you think the expertise of your colleagues who you trained compares with your own now?

What was the length of the training which you provided? _____

How many of your colleagues participated? _____

How did you plan and carry out the training? What teaching methods did you use?

Curriculum Resources and Package Development

Have you been involved in writing curriculum resources or training packages after this training? If not, skip this section.

Do you feel you have received sufficient training in order to effectively write modern curriculum materials?

Not at all Certainly Please explain:

- ① ② ③ ④ ⑤
-
-

How well supported have you been as you have been writing these materials? How have your local colleagues supported you in this process?

Not at all Extremely Please explain:

well

- ① ② ③ ④ ⑤
-
-

How have your international colleagues supported you in this process?

Not at all Extremely Please explain:

well

- ① ② ③ ④ ⑤
-
-

Concluding Questions

Are you involved in any faculty-wide or peer-to-peer working groups or other activities related to improving teacher-education? If so, please explain:

Have your experiences with the project (including all activities) helped to meet your real needs?

Not at all Extremely Please explain:

well

- ① ② ③ ④ ⑤

Did you have other more critical needs that were not addressed by these activities?

When the project concludes in December, do you feel you will have the foundation, and support network necessary to continue your work to improve teacher education at your institution? What further support do you need (from your peers, from your institution or from the project) in order to reap the maximum benefit from the training you've been involved in.

Teacher Trainer Self-assessment

Please think about your teaching, and the knowledge, skills and expertise you have gained through your involvement in this project. Please provide a frank self-assessment on each of the criteria below, indicating your level of quality prior to the project (retrospective), and at present, ranging from ① (very poor, minimal), to ⑤ (outstanding, exemplary).

Criteria (with annotation)	Retrospective Baseline (2006)	Current (2010)	level
Teaching Methods Variety of methods; group work; inquiry methods; arranging different types of learning experiences for students; supplementing textbook material with additional student experiences	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
Instructional Practices Facilitation skills; efficiency; organization; classroom management; engagement of students; questioning techniques; lecturing ability	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
Planning Lesson planning; course planning; pacing throughout semester; plans carefully designed to meet course objectives; plans include reference to instructional strategies and assessment methods; plans adjusted regularly in response to students' needs	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
Assessment Closely monitoring student progress during the semester; using formative assessments; assessment done in a variety of ways (formative/summative; informal/formal); assessment tasks are varied etc.	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
Content Mastery Ability to explain concepts in several different ways; ability	① ② ③ ④ ⑤	① ② ③ ④ ⑤	

to make linkages between different course contents; aware of new developments (current research) in the subject discipline; able to explain complex ideas in a way which students understand; confidence in mastery of the course content; able to respond easily to student questions		
Professionalism Identity as someone who has specialized and important knowledge; professional collaboration with peers and colleagues (at your institution and at other institutions); engages in professional dialogue with others; reads current material related to the profession	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Student Performance Students perform well on assessments; students attend class regularly; students do not drop out of class;	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Comments:		

APPENDIX D: **Focus Group Protocol for Teacher Trainers (Generation 1)**

Introduction and Preamble:

Evaluation team members will introduce themselves briefly, and provide background and purpose for their meeting and focus group. Participants will be encouraged to be open and frank, as their names will not be recorded. They will be further encouraged to build on one another’s comments and questions, and respond directly to each other.

Questions:

Please describe, in concrete terms, what your participation in the TTNI has meant?

Probes: What is it that makes this a true “*network*” as opposed to simply a couple of training or collaboration activities? What are you doing as part of this network? Who have you been communicating with? What have you been working on?

Describe the similarities and differences between the training you received abroad, and the multiplier effects training you delivered here.

Probes: Please tell about the format of the training, the contents, the teaching methods etc. If you had a chance to repeat the multiplier effects training, what would you do the same/differently?

At this point in time, what are your biggest technical needs (i.e., non-material needs)?

Probes: What are your weaknesses as a faculty? What do you need in order to be able to do your job as a teacher educator with optimal effectiveness? What areas do you need more training on? What challenges are you currently facing in your work which could, in theory, be addressed through training?

What opportunities have you had to share experiences with others at your university after you returned to Iraq?

Probes: Have you met with your colleagues who went to other countries? Have you met faculty-wide to share experiences with those who did not travel? Have you shared your experiences and new knowledge in other ways?

What are the lasting impacts of the work you have done with this project?

Probes: How have you, or your faculty changed as a result of these activities? What can you do now that you couldn't do before? What kind of support would have helped you to apply what you had learned in the training more effectively once you returned to Iraq? After the project ends in December, what will be the legacy of this project at your college?

What important steps could the project take in the remaining months, in order to ensure the greatest long lasting impact for the work which has been done until now?

APPENDIX E: Survey for Teacher Trainers (Generation 2)

Introduction and Preamble:

This survey has been developed as part of a UNESCO request to conduct a formative evaluation of the Training of Trainers in Teacher Education for Sustained Quality Education project. We request that you kindly respond to each question to the best of your ability. Your name will not be recorded, and we therefore request that you be open and honest in your responses.

General Questions:

What institution (university and college) do you belong to? _____

What is your job title? _____

What is your level of familiarity with the project and its activities?

List the project activities which you have been directly involved with:

To what extent has the project, overall, helped you to improve as a teacher educator? *In what ways?*

Not at all Very much Please explain:

① ② ③ ④ ⑤

What new knowledge, skills, or expertise do you have as a result of project activities? Please list:

Four-in-one Training (multiplier effects training)

What was your impression of the training you have received (4-in-1 training)?

How did the training compare with your expectations? Did it accomplish what you had hoped? Did it cover the kinds of topics that you wanted/expected it to?

To what extent did it increase your awareness of new teaching methodologies?

Not at all Extremely Please explain:
well

- ① ② ③ ④ ⑤

How able are you, now, to actually use those methodologies in the classroom?

Not at all Extremely Please explain:
well

- ① ② ③ ④ ⑤

To what extent did you gain expertise/capacity to be effective in developing curriculum materials, and teaching your subject area?

Not at all Extremely Please explain:
well

- ① ② ③ ④ ⑤

What was the format of the training? (length of time etc.)

What types of teaching methods were used by your colleagues who led the training?

What were the strengths and weaknesses of the training?

How could the training be improved?

Teacher Training Network

Are you involved in the teacher training network? If so, please describe in what ways you are involved? What does your involvement look like, in concrete terms? Has the network been helpful for you?

Concluding Questions

Are you involved in any faculty-wide or peer-to-peer working groups or other activities related to improving teacher-education? If so, please explain:

Have your experiences with the project (including all activities) helped to meet your real needs?

Not at all well Extremely Please explain:

- ① ② ③ ④ ⑤
-
-

Did you have other more critical needs that were not addressed by these activities?

What other technical (non-material) needs do you have, or feel your faculty in general has, which could be addressed through training, or through the teacher training network?

What steps could the project take in the remaining 8 months, in order to ensure the greatest long lasting impact for the work which has been done until now?

Teacher Trainer Self-assessment

Please think about your teaching, and the knowledge, skills and expertise you have gained through your involvement in this project. Please provide an frank self-assessment on each of the criteria below, indicating your level of quality prior to the project (retrospective), and at present, ranging from ① (very poor, minimal), to ⑤ (outstanding, exemplary).

Criteria (with annotation)	Retrospective Baseline	Current level
Teaching Methods Variety of methods; group work; inquiry methods; arranging different types of learning experiences for students; supplementing textbook material with additional student experiences	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Instructional Practices Facilitation skills; efficiency; organization; classroom management; engagement of students; questioning techniques; lecturing ability	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Planning Lesson planning; course planning; pacing throughout semester; plans carefully designed to meet course objectives; plans include reference to instructional strategies and assessment methods; plans adjusted regularly in response to students' needs	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Assessment Closely monitoring student progress during the semester; using formative assessments; assessment done in a variety of ways (formative/summative; informal/formal); assessment tasks are varied etc.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Content Mastery Ability to explain concepts in several different ways; ability to make linkages between different course contents; aware of new developments (current research) in the subject discipline; able to explain complex ideas in a way which students understand; confidence in mastery of the course content; able to respond easily to student questions	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Professionalism Identity as someone who has specialized and important knowledge; professional collaboration with peers and colleagues (at your institution and at other institutions); engages in professional dialogue with others; reads current material related to the profession	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Student Performance Students perform well on assessments; students attend class regularly; students do not drop out of class;	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Comments:		

APPENDIX F: Survey for Students in Partner Colleges

Introduction and Preamble:

This survey has been developed as part of a UNESCO request to conduct a formative evaluation of the Training of Trainers in Teacher Education for Sustained Quality Education project. We request that you kindly respond to each question to the best of your ability. Your name will not be recorded, and we therefore request that you be open and honest in your responses.

Which college do you attend? _____

What program are you in? _____

What year are you in? _____

What are your plans after graduation? Do you plan to become a teacher?

Please rate your overall experience in this program, in terms of the quality of education you feel you are receiving.

Very Poor Please explain:

Excellent

① ② ③ ④ ⑤

If you could make any changes to your program, what changes would you make?

Are you aware of your college's involvement in the Training of Trainers in Teacher Education for Sustained Quality Education project? If so, what have you heard?

Have you heard about the Teacher Training Network for Iraq? If so, what have you heard?

What do you feel are the qualities of a great professor?

Assessment Rubric for Teacher Trainers

Think about your professors generally, as a group. Please provide a score based on your impressions of the quality of your professors, according to the following criteria. Your name will not be recorded, so please provide a frank assessment. Please provide a score on each criteria from ① (very poor, minimal), to ⑤ (outstanding, exemplary).

Criteria (with annotation)	Score
Teaching Methods Variety of methods; group work; inquiry methods; arranging different types of learning experiences for students; supplementing textbook material with additional student experiences	① ② ③ ④ ⑤
Instructional Practices Facilitation skills; efficiency; organization; classroom management; engagement of students; questioning techniques; lecturing ability	① ② ③ ④ ⑤
Planning Lesson planning; course planning; pacing throughout semester; plans carefully designed to meet course objectives; plans include reference to instructional strategies and assessment methods; plans adjusted regularly in response to students' needs	① ② ③ ④ ⑤
Assessment Closely monitoring student progress during the semester; using formative assessments; assessment done in a variety of ways (formative/summative; informal/formal); assessment tasks are varied etc.	① ② ③ ④ ⑤
Content Mastery Ability to explain concepts in several different ways; ability to make linkages between different course contents; aware of new developments (current research) in the subject discipline; able to explain complex ideas in a way which students understand; confidence in mastery of the course content; able to respond easily to student questions	① ② ③ ④ ⑤
Professionalism Identity as a professional; collaboration with colleagues; engages in professional dialogue; reads current material related to the profession	① ② ③ ④ ⑤
Student Performance Students perform well on assessments; students attend class regularly; students do not drop out of class; students like the class	① ② ③ ④ ⑤

APPENDIX G: Interview Protocol for Fellowship Program Fellows

Please record the official title of each interviewee, along with the name of their institution, so that it is possible to connect this data with the data from other data collection tools used with teacher trainers and students at this institution.

Introduction and Preamble:

Evaluation team members will introduce themselves briefly, and provide background and purpose for their meeting and interview.

Questions:

Please provide an overview of the fellowship program, and your involvement in it.

Probes: How did you get involved in this program? What contact did you have with your college here in Iraq while you were away? How was your experience abroad?

Did the fellowship program meet your expectations?

Probes: Do you feel you got the full benefit you had hoped to from it?

Thinking about Iraq and the situation here, how relevant/practical were your experiences in the fellowship program?

Probes: Was your coursework relevant to the Iraqi context? Did your studies on peace and democracy help you to better understand or make contributions to Iraq? Were you able to conduct research which focused on Iraq?

What has been the overall impact, on you (your career, life path etc.) of your participation in the fellowship program?

Probes: What will be the lasting effects on you, of having participated in this program?

What impact will your participation in the program have on those around you?

Probes: What will be the broader benefits (beyond your *personal* benefits) of your participation in the program? What contributions, if any, are you making/will you make to teacher education in Iraq as a result of the program?

Are you aware of other initiatives of the Training of Trainers in Teacher Education for Sustained Quality Education project?

Probes: If so, which? Have you had any involvement in those other project initiatives? Have you been involved in conversations (even via online) with other professionals involved in teacher education or peace and democracy? Please elaborate.

What follow up contact have you had with the project since returning to Iraq?

Probes: Have you been invited to share your experiences with other professionals? Have your experiences been disseminated, for example through publication in-country of your research or papers?

Do you have any recommendations for how this program could be improved in the future?

Probes: In what ways could a program like this be used to provide more benefit to a broader group than just the fellows directly involved?

Annex E / SOC Background

Stars Orbit Consultants is an external Monitoring and Evaluation organization; its strength lies in the long experience of the corporate management team and its employees. SOC's mission is to achieve professional Monitoring and Evaluation aiming to evaluate the past, monitor the present and plan for the future.

Between 2004 and 2009, SOC successfully performed Monitoring and Evaluation activities on more than 200 programmes and grants on behalf of donors and international organizations in various parts of Iraq including (Baghdad, Basrah, Missan, Thi Qar, Mothanna, Qadissiya, Najaf, Babil, Karbala, Anbar, Mosel, Salah El Din, Diyala, Kurkuk, Erbil, Sulaymanyia and Dohuk), the Monitoring and Evaluation activities have been carried out by more than 30 qualified, well trained and professional employees stationed in all the 18 governorates.

Since most of the projects implemented in Iraq are now remotely managed from outside Iraq, the need for professional, effective, objective and honest Monitoring and Evaluation mechanism starts to grow to ensure that the program meets its original objectives, donor perspective and expected outputs.

For more details on SOC and its activities, please visit www.starsorbit.org