



FINAL PROGRAMME¹ NARRATIVE REPORT

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

² Priority Area for the Peacebuilding Fund; Sector for the undg itf.

³ The start date is the date of the first transfer of the funds from the MDTF Office as Administrative Agent. Transfer date is available on the [MDTF Office GATEWAY](http://mdtf.undp.org) (<http://mdtf.undp.org>).

⁴ All activities for which a Participating Organization is responsible under an approved MDTF programme have been completed. Agencies to advise the MDTF Office.

FINAL PROGRAMME REPORT

I. PURPOSE

Overall Aim of the Project:

The project aims at supporting the MoHE and the MoE in providing quality teacher education and therefore to improve the quality of secondary education in Iraq. To this end the project aims at creating a critical mass of highly qualified teacher trainers who will ensure quality of pre-service teacher education. A total of 308 lecturers from the colleges of science and education from four geographically selected Iraqi universities were expected to participate in capacity building activities which included upgrading subject materials, training of trainers in English language, computer skills, and new teaching methodologies.

Outcomes of the Project:

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

Outputs of the Project:

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

Reference to the Strategic (UN) Planning Framework:

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

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

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

The Iraqi National Development Strategy (2005-2010) emphasized that education is central in addressing the challenges facing peace building. The project thus contributes to the NDS through training teacher trainers, updating curriculum and enhancing the quality of higher education. Therefore project was designed to contribute directly to the achievement of the following goals within the NDS 2005-2010:

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

The primary implementing partners and stakeholders including key beneficiaries:

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

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

The project relied on "Training of Trainers" methodology. In order to achieve project objectives, the MoHESR was responsible for the nomination of teaching staff that participated in the training programs.

Clear guidelines have been drafted for each program to ensure the timely nomination of trainees that met the training requirement. Training plans were developed to ensure completion multiplier effect training inside Iraq. MoE and MoP contributed actively in the process of designing the medium term strategic plan for teacher education.

II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

Key Outputs and contribution towards the achievement of main outcomes (paragraphs a and b of guidelines)

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

A Teacher Training Network for Iraq was established and launched based on a Memorandum of Understanding signed in February 2007 and renewed until 2011 among the project partners, including following members: Colleges of Education and Science in University of Salaheddin, University of Baghdad, University of Anbar and University of Basra; MoHESR Baghdad-Erbil, MoE Baghdad-Erbil, University of Alberta (Canada), University College Dublin (Ireland), University of Foggia (Italy), University of Buckingham (England), Bangor University (Wales), and Cairo University (Egypt).

The establishment of TTNI has ensured the long term sustainability of the project through the establishment of an official mechanism that links Iraqi universities and universities abroad. Terms of Reference were prepared with contributions among partners of the Network Steering Committee members ensuring completion of training activities; TTNI enable partner universities to exchanging information on teaching curricula and training courses, sharing best practices on teacher education and training, and transferring know-how and experience in the fields of science and education. A website for the network was developed and launched in the occasion of the 3rd Steering Committee Meeting that took place in Erbil in October 20-21, 2010. Further training and cooperation was ensured with the support of MoHESR upon completion of project activities in 2011.

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

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

2a.2. Crash courses in English language

2a.3. Crash courses in Computer skills

2a.4. Subject updating Crash courses

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

2b.1. Fellowship for ten Iraqi candidates

The Project ensured the development of a critical mass of highly trained teacher trainers in four colleges of sciences (CoSs) and four colleges of education (CoEs) in the following institutions: Baghdad University (Capital), Basrah University (South), University of Al-Anbar (West), University of Salahaddeen- Erbil (North).

78 Lecturers from the Colleges of Education and Science were trained in ten subject areas ensuring the multiplier effect training inside Iraq of 640 trainers in the colleges of education and science at the four partner universities. MoHERS extended the project including the organization of multiplier effect training programs for 2011. Trained professors are continuing the organization of training sessions inside their universities using the developed training material and are actively involved in the upgrading process of national curricula expected under education reform.

In addition 11 fellowships opportunities for the completion of a Master study course on human rights and peacekeeping were provided to Iraqi lecturers based on a joint selection process done by MoHESR and University of Turin. Financial support was provided to extend the numbers of fellowships to include other countries in the region (Palestine and Lebanon) with funding from Turin Municipality.

- Output 3:** **3.1. An updated and modern curricula of international standard level.**
3.2. New topics introduced to the curriculum to enhance the principles of democracy and Human Rights as well as environmental issues.

To achieve output 3, activities were merged in the four-in-one training of trainers' workshop designed under output 2a.1, 2a.4. New teaching methodologies were introduced by trained lecturers. Further support to this process was the development of teacher training packages on 10 subject areas including scientific and educational subjects. The training packages are used for trainings inside Colleges of Education and Science in the Iraqi partner Universities and will constitute a useful tool for upgrading curricula in secondary education. A new department for Peace and Democracy was established in Baghdad and Salahddin Universities in June 2009 with the support of the trained lecturers within the project.

After completion of Master's Programme in Peacekeeping and human rights at the University of Torino, UNESCO Fellows returned to Iraq and were appointed lecturers on the subject of human rights in their respective universities (Basra, Salahddin, Bagdad.) Furthermore, after completion of Training of Trainers Workshop on Peace Education and Human Rights (Foggia, April 2008) Participants conducted multiplier effect training in the colleges of Education of the four partner universities, thus ensuring the training of peers and colleagues in a new subject within Iraq curricula.

Output 4: Medium term national strategy for teacher education adopted

A national Steering Committee was appointed for the formulation of the teacher education strategy. Several meetings and training workshops took place to ensure the development of the strategy. A technical workshop to accomplish the formulation and validation of the National Strategic Plan for Teacher Education in Iraq was held in September 2010. As a follow-up of completed work a new project on teacher training and education has been designed with funding from Qatari fund to ensure the finalisation of a National Strategy for Teacher Education and Training within the framework of completed activities.

Achievements, Impacts and partnerships (paragraphs c, d, and e of guidelines)

The implemented activities contributed to the achievement of both quantitative and qualitative results, which had a direct impact on the improvement of teaching methods among direct beneficiaries as well as in the institutionalisation of developed training material within partner institutions.

This included the establishment of the Teacher Training Network for Iraq (TTNI) and development of MoU signed by partner institutions; the training of 78 master trainers covering ten subject areas such as Chemistry, Biology, Physics, Mathematics, Environment, Special Education, Fine Arts, Peace & Democracy, and Family Education; the multiplier-effect trainings of more than 900 lecturers among partner universities in Iraq. The training of 20 university lecturers in teaching methodology for English language and ICT, and the multiplier training of 280 colleagues in Iraq; the development of training package that have been designed by trained trainers in cooperation with partner universities of the TTNI both for scientific and educational subjects; the completion of 11 fellowships on Human Rights and Peace Keeping in cooperation with University of Turin; and the capacity building provided towards the development of a national strategy for teacher education and training both including MoE and MoHESR.

Overall new teaching methodologies were introduced by trained lecturers (more than 900 trainers for pre-service training have been trained after the closure of the project); work is also ongoing in ensuring the development of a national strategy for teacher education within the framework of Teacher Training Programme for Basic and Secondary Education. The training packages are used for trainings inside Colleges of Education and Science in the Iraqi partner Universities and will constitute a useful tool for upgrading curricula in secondary education in future projects.

Key activities included:

- University lecturers/professors participated in capacity-building activities in Iraq, including upgrading subject materials, English language, computer skills, new teaching methodologies and fellowships in human rights and peace education including 114 master trainers trained who trained more than 900 lecturers /trainers in the universities of Basra, Salahaddin, Baghdad, and Al-Anbar, covering 10 educational and scientific subjects;
- Teacher Training Network for Iraq (TTNI) was established with a Memorandum of Understanding signed by Iraqi universities and selected international higher education institutions to strengthen training activities and networking among Iraqi and international universities;
- Teacher training packages were developed including 10 subjects within the framework of science and education including modern methods for teaching science and subject upgrading on human rights and peace education;
- Capacity building training was provided towards the development of a national strategy for teacher education and training.

Details of main activities are in the following table.

Activity	Results
Steering Committee preparatory meeting was held to bring together all partners of the "Teacher Training Network for Iraq-TTNI" members (Amman, May 2007)	<ul style="list-style-type: none"> • Type of activity: meeting • No. of participants: 18 (7 international experts) International and regional experts to discuss the launch of the TTNI Network. . In this meeting, the Teacher Training Network for Iraq was launched and a Memorandum of Understanding was signed by all partner universities.
Training of Trainers in Teaching Methodologies for English Language (Amman, March 2007)	<ul style="list-style-type: none"> • Type of activity : training provided in partnership with British Council • Number of participants :20 Core university lecturers were provided training in English language, to enable them become master trainer in English.
Training of Trainers in Teaching Methodologies for English Language (Damascus, July 2007)	<ul style="list-style-type: none"> • Type of activity : training provided in partnership with British Council • Number of participants :7 Core university lecturers were provided training in English language, to enable them become master trainer in English.
Training of Trainers in ICDL (Amman, April 2007)	<ul style="list-style-type: none"> • Type of activity : Training in cooperation with European Driving Licence Foundation • Number of participants :21 Core university lecturers were provided training in ICDL, to enable them become master trainers in ICT.
Multiplier Effect Training English / ICDL (Basra / Baghdad / Erbil / Anbar April 2007- June 2008)	<ul style="list-style-type: none"> • Type of activity : Multiplier Effect Training • Number of participants :280 (English and ICDL) Trained Lectures undertook multiplier effect training within their colleges of education in teaching methodologies for English Language and ICT.
Training of Trainers on Mathematics (UK October-November 2007)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 7

	Implemented during October – November 2007 at the University of Buckingham and University of Bangor in the UK.
Training of Trainers on - Chemistry and Biology (Canada November 2007)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 14 Implemented during October – November 2007 at the University of Alberta, Canada.
Training of Trainers on Physics (Ireland December 2007)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 8 Implemented during December 2007 at the University College Dublin in Ireland.
National Meeting on the Strategic Study for Teacher Training (December 2007)	<ul style="list-style-type: none"> • Type of activity: Meeting • No. of participants: 6 (1 international experts) A two day meeting was held with appointed committee for development of strategic framework for teacher education and training to discuss development of strategic study on teacher education in Iraq. Follow up activities included the completion of strategic study and development of strategic framework for teacher education and training.
Training of Trainers on Environment Education (February 2008)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 8 Implemented during January – February 2008 at Bangor University in the UK.
Training of Trainers on Fine Arts, Special Education and Peace and Democracy Education (Italy April 2008)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 8 Implemented in April 2008 at the University of Foggia in Italy.
Training of Trainers on - Geology (UK July 2008)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 8 Implemented during July – August 2008 at Bangor University in the UK.
Training of Trainers on Family Education (Jordan April 2009)	<ul style="list-style-type: none"> • Type of activity : Training • Number of participants : 7 Implemented during April 2009 at Jordan University in Jordan.
TTNI 2 nd Steering Committee Meeting (Amman-Jordan August 3-4, 2009)	<ul style="list-style-type: none"> • Type of activity: Meeting • No. of participants: 24 (7 international experts) International and regional experts to discuss the launch of the completion of remaining activities within the project including the development of teacher training packages and completion of multiplier effect training.
Teacher Training Package Development Meeting for Science (Amman-Jordan March 15-17,2009)	<ul style="list-style-type: none"> • Type of activity: Meeting • No. of participants: 9 (3 international experts) International experts from University of Alberta and trained professors from universities of Baghdad, Basra, Anbar and Salahaddin met to develop draft training packages for scientific subjects

Teacher Training Package Development Meeting for Education (Amman-Jordan March 15-17,2009)	<ul style="list-style-type: none"> • Type of activity: Meeting • No. of participants: (3 international experts) <p>International experts from University of Cairo and trained professors from universities of Baghdad, Basra, Anbar and Salahaddin met to develop draft training packages for educational subjects</p>
Multiplier Effect Training (2007-2011)	<ul style="list-style-type: none"> • Type of activity: Meeting • No. of participants: 940 (See Attached Annex 1 for details) <p>Trained lectures undertook multiplier effect training inside Iraq in coordination with UNESCO and MoHESR</p>
Development and Distribution of Teacher Training Packages for Education and Science	<ul style="list-style-type: none"> • Type of activity: Material Development • No. of material developed: Toolkit for Teacher Training on Education and Science including 10 Educational and Scientific Subjects) <p>Teacher training material has been developed in soft and hard copy and will support the multiplier effect trainings expected in 2011.</p>
Training Workshop for development of on-line modules (Amman November 2009)	<ul style="list-style-type: none"> • Type of activity: Training • No. of participants: 16 (3 international experts) <p>A training workshop has been organized at Philadelphia University, Jordan during 8-10 November 2009 benefiting 16 participants from the Universities of Bagdad, Basra and Salahaddin to produce the first versions of the on line modules based on the updated teaching methodologies.</p>
2 nd Training Workshop for development of on-line modules (Amman April 2010)	<ul style="list-style-type: none"> • Type of activity: Training • No. of participants: 21 (3 international experts) <p>Second training workshop has been organized at Philadelphia University, Jordan during 11-15 April 2010 benefiting 21 participants from the Universities of Bagdad, Basra and Salahaddin to produce the first versions of the on line modules of their courses based on the updated teaching methodologies. Three AVICENNA Virtual Centres are in the process of being established to link Baghdad University, Basrah University, and Salaheddin University with the Avicenna Network of 11 universities in the Mediterranean Region</p>
Development of TTNI Website (March-June 2010)	<ul style="list-style-type: none"> • Type of activity: Material Development • No. of material developed: One website developed in cooperation with MoHESR <p>Website developed</p>
TTNI 3 rd Steering Committee Meeting (Amman-Jordan October 20-21, 2010)	<ul style="list-style-type: none"> • Type of activity: Meeting • No. of participants: 32 (7 international experts) <p>International and regional experts to agree on sustainability strategy of the project and identify follow-up intervention to ensure continuation of training inside secondary level schools.</p>
Training workshop towards the	<ul style="list-style-type: none"> • Type of activity: Training

development of National Strategy for Teacher Education and Training (Amman-Jordan December 2010)	<ul style="list-style-type: none"> • No. of participants: 20 (2 international experts) <p>The workshop ensured the validation of methodology towards the development of national strategy including review and validation of situational analysis, identification of main objectives, areas of interventions, activities, monitoring and evaluation plan,</p>
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Key partnerships and inter-agency collaboration, impact on results:

UNESCO Iraq Office has actively created strategic partnerships with relevant stakeholders and international institutions including UNICEF and World Bank. UNESCO in Iraq is the lead agency in ensuring the development of a national strategic framework for teacher education and training. This endeavor has been implemented within the framework of the ongoing work towards the development of national education strategy for Iraq in cooperation with UNICEF and World Bank.

Cooperation with British Council was also ensured for the completion of teacher training programs in English Language in 2007 inside and outside Iraq. In addition to this strong partnerships were created under the Teacher Training Network for Iraq with national and international universities including: Colleges of Education and Science in University of Salaheddin, University of Baghdad, University of Anbar and University of Basra; MoHESR Baghdad-Erbil, MoE Baghdad-Erbil, University of Alberta (Canada), University College Dublin (Ireland), University of Foggia (Italy), University of Buckingham (England), Bangor University (Wales), and Cairo University (Egypt).

In general, all projects face constraints to implement under the current circumstances. Apart from the general concerns we all share, the followings are constraints and lessons specific to this project.

Highlights and cross cutting issues pertinent to the results e.g. gender disaggregation, policy engagement and participation of the public:

Gender: The project encompasses a gender dimension in the extent that female participation in the trainings is consistently encouraged and built into the project document. In the English language training, 60% of the will-be master trainers were women, while in the computer skills enhancement session, the rate of participation was 45%. Regarding the All in One Training Programmes, UNESCO stressed while asking for nominations to have gender equality, but the MOHESR doesn't pay interest to this factor.

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

Employment: Although the scope of the project does focus on generating new employment opportunities, the implementation of teacher training activities had an indirect impact on the quality of general working conditions of lecturers and teachers within universities and secondary schools. Many lecturers in Iraqi tertiary institutions have left their jobs due to unsatisfactory conditions. Implemented teacher training programme provided the lecturers with skills and tools that improved the quality of their teaching skills and enabled them to better undertake their functions as teachers.

III. EVALUATION & LESSONS LEARNED

Assessments, evaluations and studies undertaken

A formative evaluation of the project was conducted in May 2010 as part of a broader programme evaluation of UNESCO's programmes/ projects. The evaluation covered five key criteria as follows: efficiency, effectiveness, relevance, impact, and sustainability. Final external evaluation of the programme was conducted at March 2011 of the project to evaluate the impact of the programme against the set quantitative and qualitative targets. The methodology of the evaluation has been based on the analysis of actual outputs against the designed targets. Key findings of the final evaluation are attached to the final report

Challenges, Constraints and Lessons Learned

In general, all projects face constraints to implement under the current circumstances. Apart from the general concerns we all share, the followings are constraints and lessons specific to this project.

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

2. Most of training of trainers' related activities was implemented out of the country due to the availability of trainers and expertise, and the security situation. Obtaining visas for Iraqi participants constituted a major issue that delayed the timely implementation of training programs. Some training activities have to be cancelled due to visa issues and postponed accordingly.

Project Management arrangements / Mitigation Strategies

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

A Steering Committee has been nominated in partnership with Government of Iraq to ensure

implementation of project activities. The Steering Committee included all relevant stakeholders: One focal point at the MoHESR, one focal point at the MoE, one focal point at the Ministry of Planning, and eight technical focal points from the colleges of science and education in the universities of Bagdad, Basra, Salahaddin, Baghdad.

The project relied on "Training of Trainers" methodology. In order to achieve project objectives, the MoHESR was responsible for the nomination of teaching staff that participated in the training programs. Clear guidelines have been drafted for each program to ensure the timely nomination of trainees that met the training requirement. Training plans were developed to ensure completion multiplier effect training inside Iraq. MoE and MoP contributed actively in the process of designing the medium term strategic plan for teacher education.

Monitoring and quality control system for the project

As above-mentioned, UNESCO Iraq Office directly monitored implementation of activities by implementing partners and Evaluation unit of UNESCO HQ was backstopping in monitoring and evaluation. UNESCO has an established financial and legal monitoring system that assures compliance with agreed norms within the UN system for operating the project. In compliance with UNESCO standard monitoring procedures, payment to contractors is only made upon the satisfactory completion of their services.

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

IV. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
Outcome 1: Transfer of knowledge and best practices in the training of teacher trainers.							
Output 1.1 Create a Teacher training network for Iraq comprising 8 Iraqi colleges and 5 international universities.	Indicator 1.1.1 Number of network created	0	1 Network Created	1 Teacher Training Network Created; 1 Website developed		Signed MoU; website developed and minutes of meetings	
Outcome 2: Create a critical mass of highly qualified teacher trainers.							
Output 2.1 308 trainers trained in Training in new teaching methodologies and pedagogy; Subject updating Crash Courses; Crash courses in English Language; Crash courses in Computer Skills.	Indicator 2.1.1 Number of trainers trained	0	308 trainers trained	940 university lecturers trainers trained in multiplier effect trainings		Training and workshop reports;	10 training of trainers' workshop completed including Chemistry, Biology, Physics, Mathematics, Environment, Special Education, Fine Arts, Peace & Democracy, and Family Education; 2 training of trainers workshops on

							English language and ICDL.
Output 2.2 Training of core team of teacher trainers on Peace and Democracy.	Indicator 2.2.1 Number of Fellowships provided	0	10 fellowships provided	11 Iraqi fellows completed the Master's Degree Programme in Peacekeeping and human rights at the University of Torino, Italy.		Training Reports	
Outcome 3: Establish modern, Updated curricula for the colleges of science and education.							
Output 3.1 An updated and modern curricula of international standard level.	Indicator 3.1.1 Number of training packages developed	0	13 training packages developed	10 training packages developed including science and education; 36 on line training modules developed.		Training Packages;	Developed training packages are used by trained trainers within the colleges of education and science of the universities of Basra/ Baghdad / Al Anbar and Salahaddin. The training program has been extended for 2011 by MoHESR and 1000 CDs have been distributed

Output 3.2 New topics introduced to the curriculum to enhance the principles of democracy and Human Rights as well as environmental issues.	Indicator 3.2.1 Number of topics introduced	0	2 new topic introduced	2 new subject areas introduced in the curriculum including peace education and environmental science;		Training packages on peace education and democracy; and environmental science	New teaching methodologies have been introduced into the teacher training curricula by trained lecturers with the development of teacher training packages for science and educational subjects including peace education and human rights.
Outcome 4 Formulate a national strategy plan for teacher education							
Output 4.1 Preparation of a strategic study on teacher education in Iraq	Indicator 4.1 Number of Strategic Study developed	0	1 Strategic Study developed	1 Strategic study developed in cooperation with MoE and MoHESR			A national committee was established in partnership with MoHESR, MoE and MoP to prepare a draft National Strategic Plan for Teacher Education.
Output 4.2 Organizing a workshop on the formulation	Indicator 4.2 Number of training workshop	0	1 Training workshop for the development of the strategy	1 Training workshop organised			The workshop (20 MoE/MoHESR staff) ensured the validation

<p>of a national strategic plan for teacher education.</p>	<p>organised</p>						<p>of methodology towards the development of national strategy including review and validation of situational analysis, identification of main objectives, areas of interventions, activities, monitoring and evaluation plan</p>
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