UN PARTICIPATING ORGANISATION
LOGO

United Nations Development Programme

United Nations Development Group Iraq Trust Fund

COMPLETION REPORT FOR PROJECT:

Summary

Participating UN Organisation:	**Cluster:**
UNESCO	Cluster B: Education and Culture

Project No. and Project Title:	**Project Location/Region/Province:**
B1-05: In-service Training of Secondary School Teachers of Science, Mathematics and English Language in Iraq	The Institute for Educational Training and Development at the Ministry of Education in Baghdad and 17 Training Centers in the following governorates: Nainawa, Muthanna, Dohuk, Sulaimanya, Erbil, Ta'meen, Salah Eddin Al-Anbar, Karbala', Najaf, Babylon, Qadisya, Basra, Thiqar, Wasit, Missan, and Dyala

Reporting Period:	**Report Number:**
(July 2004-December 2006)	5 (**Final Report**)

Counterpart organisations / implementing partners:	**Project cost:**
- MOE, Baghdad-Iraq - Open University, UK	Project costs at approval US$ 2,346,400 Project costs at completion US$ 2,316,833

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Abbreviations and acronyms:	**Project Duration:**

MoE   Ministry of Education, Baghdad-Iraq
 ODL   Open and Distance Learning
 ICT   Information and Communication Technology
 MDGs   Millennium Development Goals
 EFA   Education For All
	Original project duration: 10 August 2004 till 10 August 2005
	
	 Extensions approved:
	   20th Oct 2005 1st Project Extension
	   15th Sep 2006 2nd Project Extension
	   30th Nov 2006 3rd Project Extention
	   20th Dec 2006 1st Budget Revision
	
	 Overall time frame:
	 Two years and four months

I. Purpose

> **Main objectives and outcomes expected as per approved Project/Programme/project document:**
>
> The reconstruction of learning and teaching are crucial to the rebuilding of Iraq's society. The Iraqi educational system dramatically deteriorated due to instability and the lack of funding, teaching skills and programs. It is in the best interest of the Iraqi government, civil society and the international community to focus on instituting effective and accessible educational facilities which promote a safe learning environment. The main objectives of the project are as follows:
>   1. Building capacity for MoE to develop high quality instructional materials for the in-service training of secondary school teachers.
>   2. Providing trained and qualified trainers/mentors in Iraq.
>   3. Enhancing pedagogical skills, teaching methods and ICT skills of mathematics, sciences and English language of secondary school teachers.
>
> The outcomes of the project include:
>   1. Identifying potential training centres
>   2. Preparing the training materials
>   3. Delivering ICT literacy facilities to the training centres
>   4. Training local mentors

> **Relevance of programme/project in relation to the UN Assistance Strategy to Iraq and how it coincides with the Iraqi national development goals and the Millennium Development Goals:**
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> The development goals of the project are to enhance secondary school teachers' knowledge of their respective subject areas, improve their teaching competencies and their level of ICT literacy. The attainment of these goals materialized through the gradual improvement of teachers' knowledge and skills in classroom management, teaching methods and effective implementation of curricula. This achievement, in turn, facilitated realization of the following goals of EFA, MDGs, the National Development Strategy (NDS) and the UN Assistance Strategy for Iraq (2005-2007):
>
>   1. EFA Goals: Progress towards better quality in education
>
>   2. NDS: (a) Ensure minimal quality standards of teaching and learning through strengthening the basic training; (b) Modernize the outdated education system including the concept of teacher's professional development and teaching methodologies; and (c) Professional development of educational staff.
>
>   3. UN Assistance Strategy for Iraq (2005-2007): Strengthen service delivery and improve learning achievement.

> Project Management arrangements
>
> UNESCO, in coordination with the MoE, implemented the project activities and monitored their progress through the UNESCO Monitoring Team in Iraq.
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> The UNESCO project team in Amman, and the UNESCO national staff in Iraq in collaboration with the MoE undertook the responsibility of custom clearance, delivery and installation of equipment, monitoring the operation of computer laboratories and preparations

for the training of teachers.

The Educational Training and Development Institute in the Ministry of Education (MoE) responsibilities included the planning, supervising, and facilitating of training programs with the cooperation and consultation of the UNESCO national staff in Iraq. Further duties included evaluating the impact of the training program and assessing the schools' needs in terms of the objectives stated in each sub-programme.

UNESCO assigned a national monitor located in Baghdad and two assistants. This staff was supervised by UNESCO's Iraq Office in Amman.

UNESCO Iraq Office cooperated with the Educational Training and Development Institute in Baghdad and the Open University on all matters related to training, designing and producing instructional materials.

The training of key staff (core 62 mentors) selected from the MOE was mostly undertaken by the Open University, UK.

Procurement and delivery of equipment, materials and furniture of the project followed the same procedures in effect at UNESCO HQs, Regional and Field Offices.

II. Resources

Total approved budget and summary of resources used for the programme/project from the UNDG Iraq Trust Fund (and non-Trust Fund resources where applicable):

Total Approved Budget =   US $ 2,346,400

Total Commitment (31 December 2006) =   US $ 2,316,833.32 (98.74%)

Total Disbursement (31 December 2006) =   US $ 1,930,942 (82.29%)

Amount still available to the project as of end December 2006 is US$ 29,566.91

The explanation on the use of funds until December 2006 is as follows:

1. Personnel = 100% (of allocated budget for this item)
2. Contracts = 100% (of allocated budget for this item)
3. Training = 100%   (of allocated budget for this item)
4. Equipment = 100% (of allocated budget for this item)
5. Miscellaneous = 99% (of allocated budget for this item)
6. Agency Management Support = 83% (of allocated budget for this item)

III. Results

An assessment of the extent to which the programme/project component/programme /project has achieved the outcomes and outputs expected

The project components specifically targeted the improvement of classroom instruction through teacher training and staff development. The project directly impacted Iraqi teachers and students since it lead to learning-styles movements that are conducive in attaining higher levels of teacher competence. As the teachers explored and examined their teaching and learning methods, the relation between classroom environment and student achievement gradually manifested.

Secondary school teachers reported moderate increases in the *frequency* with which they attended professional development activities and more substantial increases in the *quality* of the professional development they received. In particular, the impacts of the services delivered and the activities undertaken were as follows:

A. Quantitative Impact Details
1. Eighteen (18) potential training centres were identified and equipped to undertake training sessions.
2. Twenty (20) personal computers, 36 servers, 108 printers, 36 scanners and a complete set of LAN accessories were provided to the Institute for Educational Development and Training in Baghdad and to 18 teacher training centres in 18 governorates.
3. One hundred and five (105) computers were purchased to equip eight selected schools that undertook the training of "In-Service Teachers on the use of ICT in Education".
4. Instructional and training materials (350 copies of a training guide and teachers' booklets) were developed, revised, printed, and delivered to Baghdad. Each booklet was supported by a video film visualizing the new teaching approaches. The materials were used in training workshops for 83 master teachers from 18 governorates.
5. Training materials were produced in Kurdish Language and made available by July 2006.
6. In-service teacher training materials (Systematic Classroom Observation for Teacher Training Purposes and Teaching of Science to Children) were prepared in December 2006.
7. Data shows and filming and editing equipment (cameras, tape recorders, etc.) were provided to the Institute of Educational Training and Development in Baghdad.
8. A core of 62 master teacher trainers was trained in the development of instructional materials and in new teaching methods for subjects including Mathematics, Science and English Language. The training comprised of group work and role play through two workshops in Amman, Jordan (August/September 2005), and Milton Keynes, United Kingdom (February 2006).
9. Eighty three (83) mentors were trained on the use of new instructional materials (of intermediate and secondary schools) in the three subjects above.
10. One thousand four hundred the fifty (1,450) teachers were trained by December 2006.
11. ICDL Training Programme and Certificates were provided for 39 Iraqi Participants from the MoE, Baghdad.

B. Qualitative Impact Details
1. Teachers' Understanding of the New Teaching Techniques
Positive effects were seen in terms of the understanding teachers displayed of the new

methods. Teachers were reported to have a deeper understanding of learning processes and praised the new teaching techniques and philosophy as keys to effective learning. The project had a positive impact on the teachers' motivation by generating enthusiasm and excitement.

The secondary schools participating in the project reported that aspects of the programme such as group work have tremendously assisted in the development of student learning. The students, as reported by the schools, were displaying more responsible acts of motivation and a higher appetite for learning as they became aware of their individual needs and different learning standards. Students were reported to show more reflective tendencies, learning quicker, and effectively focusing on quality rather than quantity. Participation in full class activities increased and students were able to engage in peer work more effectively. The least able in particular were reported as having been re-engaged by the project. These changes in student attitudes towards education acted as determinant factors of encouragement for teachers to become more involved in the project.

2. *Educational Planning and Assessment*
The training programs included courses outlining ways to plan appropriate lessons and evaluate students' achievements in Mathematics, English Language, and the Sciences (Physics, Chemistry, and Biology). Planning and assessment were identified as essential skills for secondary school teachers. The importance of these skills was reinforced in clinical teaching experiences where the professional and legal implications of developing teaching methods and resources were stressed. Teachers were trained to develop different assessment instruments at various learning levels.

3. *Classroom Management*
Confidence in the area of classroom management may be attributed to the maturity and experience of the trained teachers and mentors. The sense of confidence gained during cohort training transferred to professional behaviour.

4. *Pedagogy*
There was a positive impact on pedagogy since the project led to an increased sharing of learning targets by teachers and students, careful planning of questions by teachers, greater involvement of students (particularly the under-achievers), increased effective group work, increased use of peer conferencing, positive and purposeful conversations between teachers and students, improved relationships between teachers and students and a better learning environment in the classroom.

5. *Teachers' Personal and Professional Development*
Activities and services offered within the project provided an opportunity for teacher to expand their personal and professional development. The processes involved in the implementation of the project ensured that participating teachers reflected on their own work. The teachers believed that focusing on the learning process permitted them to gain a better understanding of student functionality in learning and correctly asses progress wherever it may appear.

6. *Pupil engagement with learning*
The implementation of the project had a major impact on the extent to which students in the targeted schools were actively rather than passively engaged in their learning. In the MoE specifically, there was increased class participation. As one teacher put it: *"The project has led to the inclusion of all students at all levels..." (Teacher). "What gives me most pleasure is*

the ethos of the class. There is a sense of the students being involved in their own learning, and it is now common practice for students to suggest how we should approach a task. The class are the least passive, most active I have ever worked with." (Mentor)

7. *Motivation and confidence*
Increased motivation, higher levels of independent learning and enjoyable participation were reported amongst students. Becoming more involved in learning, less cases of distraction were seen which allowed for an increase in students` understanding of the material, thus leading to a higher expectations of performance:
"I have seen a great difference in my Mathematics because of this special teaching method our class has had this year" Math Teacher.

8. *Behavior*
Students' well mannered behavior increased and was measured in one of the schools by the absence of punishment exercises to be given out. This positive impact in behavior was supported by evidence of improved behavior in lower attaining students involved in the project. Thus, displaying a cumulative alleviation in the standard of behavior: *"These students were better motivated than might be expected, given their behavior and attainment patterns across the school." (Teacher).*

(Please see Annex 1: the log frame results matrix comparing results foreseen and those achieved).

Main activities undertaken and achievements/ impacts:

All project activities and services delivered were funded by the UNDG ITF. The project yielded concrete outcomes, which included the development of well-equipped Teacher Training Centers and the provision of training materials.

The Establishment of 18 Teacher Training Centres
• Rehabilitation of Teacher Training Centers was complete by the end of September 2005.
• Installation of ICT equipment (computer tables, chairs etc.) was carried out in 18 Teacher Training Centres (March 2006).
• Installation of the equipment was undertaken between May and December of 2006. The equipment included computers, servers, printers, scanners, etc.
• Six to nine monitors were identified in each center.

ICT literacy facilities delivered to the training centres
• ICT facilities were provided to 18 training centers according to a bidding document by May 2006. Seven hundred and twenty (720) personal computers, 36 servers, 108 printers, 36 scanners and a complete set of LAN accessories were provided to the Institute for Educational Development and Training in Baghdad and to 18 Teacher Training Centers in 18 governorates.
• Installation of the ICT facilities was completed in December 2006.
• One hundred and five (105) computers were purchased to equip eight selected schools that undertook the training of "In-Service Teachers on the use of ICT in Education".
• Data shows and filming and editing equipment (cameras, tape recorders, etc.) were provided to the Institute of Educational Training and Development in Baghdad.

Training materials prepared
- Development of the training materials was undertaken by UNESCO.
- Preparation of drafts was undertaken by Iraqi trainers with assistance provided by experts of the Open University, UK.
- Revision and provision of training material was undertaken by UNESCO in April 2006.
- Instructional and training materials were developed, printed, and delivered to Baghdad.
- Printing of training material was undertaken by UNESCO in April 2006.
- Delivery of training materials to Baghdad was ensured in May 2006.
- Three hundred the fifty (350) copies of a training guide and teachers' booklets supported with a video film visualizing the new teaching approaches were used in training 83 master teachers from 18 governorates.
- Training materials were also produced in the Kurdish Language and made available as of July 2006.
- In-Service Teacher Training Materials (Systematic Classroom Observation for Teacher Training Purposes and Methods of Teaching Science to Children) were prepared in December 2006.

Local mentors and teachers trained
- A core of 62 master teacher trainers was trained in the development of instructional materials and in new teaching methods for subjects including Mathematics, Science and English Language. The training comprised of group work and role play through two workshops in Amman, Jordan (August/September 2005), and Milton Keynes, United Kingdom (February 2006).
- Intensive training of 83 mentors was implemented according to the agreed work plan by the end of September 2006.
- One thousand four hundred and fifty (1,450) teachers were trained in Missan Educational Directorate. Data about the training programs in other governorates were not available as of December 2007.
- ICDL Training Programme and Certificates were provided for 39 Iraqi Participants from the MoE, Baghdad.

Implementation constraints, lessons learned from addressing these and knowledge gained from assessments, evaluations and studies that have taken place during the project:

<u>constraints</u>

The principal constrains were external to UNESCO, partly determined by the shortage of time and security issues in Iraq and partly by the UN's relationship with the MoE. A number of difficulties faced include the following.

- The project was initially designed to develop high quality multimedia material. Following the selection of the 62 core trainers/developers by the MoE, it was noticed that the nominees (best available) did not fill the prerequisites needed for such a training. Accordingly, the project mandate was revised to focus the training on the development of printed and audio-visual material.

- The project suffered from several changes of focal points at the MoE level (3 focal points changed in the first year).

- Due to security issues and the difficulties of transportation in Iraq, the training activities scheduled from the training centres in the governorates of Baghdad, MoE staff were asked to travel from Iraq to Amman in order to continue the training.

- Following the events which took place in Jordan on 9 November 2005 and the revised UN instructions prohibiting the organization of workshops inside the country, the project's activities were re-scheduled to take place in other countries. In view of this, major adjustments took place on workshops organization level which required more time and effort. In addition, delays were encountered due to the organization of the elections in mid-December 2005 and the establishment of the new government.

- UNESCO attempted to organize training programs in Erbil to avoid the security limitation in Baghdad. However, the unclear relationships between the Iraqi MoE and the Educational governorate in the north did not allow the undertaking of the training programs in Erbil.

- Even though the trainees expressed appreciation with the experiences and the content of the training materials and programs, they were also unhappy that international consultants were unwilling to work inside Iraq.

- The problem indicated earlier regarding the delays in the installation of ICT equipment due to insufficient infrastructure at the teacher training centres and absence of progress reports by the MoE for a period of more than eight months.

- The training programs mainly held outside Iraq contained little consistency and quality control, bringing trainees who were not selected necessarily for their position or ability and who were not followed up on subsequently.

<u>Future Areas to Strengthen</u>

Overall, there is a general satisfaction to UNESCO in regards to the project implementation given the constraints it faced. Nevertheless, there remains a number of lessons to be learned:

- Training activities should take into account the prior qualification of potential trainees. IT skills are generally very poor among MoE staff.

- One obvious lesson to learn is the need to clearly understand the division of labor between UNESCO and Iraqi MoE through setting out a clear line of control and

responsibility which should be exercised by both partners.

- Assessment of the infrastructure and facilities at identified sites in any project should be carried out at the very beginning of each project.

- It is vital that future projects are implemented with the necessary professionalism that the situation in Iraq demands since considerable disquiet has been expressed at the approach to training and the selection process of the trainees being practiced by the MoE.

- While the current constraints exist, the best approach is to focus on the training of trainers for all activities, with training provided wherever possible in the country. For the time being, Erbil is a good start since the security situation has improved considerably over the past few years.

- In the case of training of trainers programs, a long-term contract should be drafted and signed with the trainers, with payments made at set intervals. Another alternative would be to reach an agreement with the MoE in Iraq to train designated staff members who will act as internal trainers as part of a long-term agreement with UNESCO.

Key partnerships and inter-agency collaboration, impact on results:

- UNESCO is the Deputy Cluster Manager of Cluster B (Education and Culture) within the UN Strategic Plan and it provides support to UNICEF, UNIDO, UN-HABITAT, and other cluster partners. Together with UNICEF, UNESCO provides information and shares all activities in the sector that are implemented by either UN agencies or NGOs. This has helped in ensuring good prioritization of each activity and project funded by the UNDG Iraq Trust Fund and avoids duplication.

- In order to avoid duplication and overlapping, coordination with other partners involved in teacher training (UNICEF, USAID) is usually ensured trough periodical meetings. ICT equipments provided to the 18 Teacher training centres (including the Institute of Educational Development and Training) will be used by other agencies for specific training.

- The training of secondary school teachers on new teaching methods and skills will have a direct impact on the quality of education delivered to secondary school students. The success of the project should encourage the Iraqi MoE to extend the training to other subject areas.

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

The project addressed several issues related to status of teachers and their working environment. Some of the policy issues emerging in the course of its implementation are expected to provide concrete guidelines to MOE to formulate a national policy with regard to teachers' conditions in general and their economic and social status in particular. By providing relevant training techniques, the project will help boost the morale of teachers and retain them in the system.

IV. Follow up actions and sustainability

Priority actions that should be supported/implemented following completion of project to build on achievements and partnerships rectify shortcomings encountered and use the lessons learned during the project with strong emphasis on achieving sustainability of the outcomes:

The concrete project activities were finalized by December 2006 and no further funding is required. An external final evaluation of the entire project is still ongoing.

Indication of major adjustments in the strategies, targets or key outcomes and outputs:

- The initial strategy was to use multimedia software material to reach the maths, sciences and English language teachers in Iraq. However, due to the insufficient IT background of the 62 core trainers group, it has been decided to rely on ODL traditional materials (paper and audio-visual).

- The project was initially designed to develop high quality multimedia material and to organize training on ICT for teachers. Following the nomination of the 62 core trainers/ developers by the MOE, it was noticed that the nominees (best available) did not fulfil the prerequisites needed for such training.

- It was originally planned to train 300 mentors, but the focal point in the MoE informed UNESCO that for security reasons they cannot train such large numbers of participants.

Estimated Budget required:

Since the project activities are complete, no further funding is required.

Some activities are still in force and they require a short extension of the timeframe, which had no budgetary implications as it was foreseen in the original proposal and budget. A proposal for Phase II of the project will be prepared by UNESCO Iraq Office to be submitted for consideration.

Annex 1 Key Performance Indicators – Log Frame Matrix

Objectives	Measurable indicators	Means of verification	Outcomes	Results achieved
Development Objective - Capacity building of MOE to develop high quality instructional materials for the in-service training of secondary school teachers. - Enhancement of teachers' pedagogical skills, teaching methods and ICT skills. - Provision of trained and qualified trainers/mentors at each open college branch.	- Training of 60 senior trainers in Science, Math, and English Language - Effective use of ICT facilities and programs. - Training of 204 mentors in three subject areas (Science, Math and English Language)	- Observation reports of supervisors - Trainers' reports and examinations results	- Availability and the selection criteria of the national staff for training. - Assurance of trainers/mentors/teachers retention in the system. Timely release of funds. - Easy implementation at three locations with relatively better security situation and with UNESCO's established offices	• Potential training centres identified. Furniture needed to install the ICT equipment (computer tables, chairs etc.) were provided to the 18 Teacher Training Centres (March 2006). Installation of the equipment was undertaken during May - December 2006. • Training materials prepared Instructional and training materials developed, revised, printed, and delivered to Baghdad. The training materials comprised 350 copies of a training guide and teachers' booklets. Each booklet was supported by a video film visualizing the new teaching approaches. The materials were used in training 83 master teachers from 18 governorates. • The training materials have been also produced in Kurdish Language and made available as of July 2006. • In-Service Teacher Training Materials (Systematic Classroom Observation for Teacher Training Purposes and Methods of Teaching Science to Children) were prepared in December 2006. • • ICT literacy facilities delivered to the training centres 720 personal computers, 36 servers, 108 printers, 36 scanners and a complete set of LAN accessories were provided to the "Institute for Educational Development and Training" in Baghdad as well as to 18 Teacher Training Centers in 18 governorates. • 105 Computers were purchased to equip eight selected schools in order to
Immediate Objectives: - Gradual improvement in classroom management and teaching methods - Effective use of teaching-learning materials - Use of ICT	- Acquisition of ICT skills.	- Directors' and supervisors' reports - Trainer's reports	- Training of trainers needs to be organized in Amman. - Identification by MOE of 60 core trainers from the three sub-regions where the project will be implemented.	
Outputs : - Quality trainers in teaching methods, and development of instructional materials - Teachers training centers	- Potentially identified trainers effectively trained - A set of instructional materials produced per subject area	- Evaluation reports by MOE directors and IT specialists	- Nearly two-thirds of project activities involve procurement and could be delivered easily to 18 branches through MOE.	

equipped with ICT facilities	- Training sessions organized in different centers - Installation of ICT facilities according to rational specifications			undertake the training of "In-Service Teachers on the use of ICT in Education". • Data shows and filming and editing equipment (cameras, tape recorders, etc.) were provided to the "Institute of Educational Training and Development" at the Ministry of Education, Baghdad. • Local mentors trained A core of 62 master teacher trainers was trained in the development of instructional materials and in new teaching methods for subjects including Mathematics, Science and English Language. The training comprised group work and role play through two workshops in Amman, Jordan (August/September 2005), and Milton Keynes, United Kingdom (February 2006). • Training of 83 mentors in the use of new instructional materials (of intermediate and secondary schools) in the three subjects above. • One thousand four hundred the fifty (1,450) teachers were trained in Missan Educational Directorate. Data about the training programs in other governorates were not available as of December 2007. • Providing ICDL Training Programme and Certificates for 39 Iraqi Participants from the MoE, Baghdad.

Annex 2 PROJECT COSTS

CATEGORY	UNDG ITF approved budget	Actual COST	Percentage of Approved	Budget Revision approved (give date)	Percentage of revision
1. Personnel	88,800	88,792	3.93%	-	0
2. Contracts	50,000	48,801	2.21%	-	0
3. Training	598,100	662,645	26.49%	**20th Dec 2006**	-2.4%
4. Equipment	1,351,500	1,296,658	59.86%	**20th Dec 2006**	+11.13%
5. Security & Miscellaneous	105,000	93,614	4.65%	**20th Dec 2006**	-4.06%
6. Agency Management Support	153,000	126,323	6.78%	**20th Dec 2006**	-10.00%
Total Expenditure	**2,257,600**	**2,316,833**		-	0

Annex 3 List of contract awards by procurement method

Description of Goods	Amount (USD)	Dated
Computers	948,330	29 Dec. 2004
Photocopier	30,425.-	9 Aug. 2005
AV Eqpt. / Electrical	18,437.36	1 Aug. 2005
Plastic ducts	1,800.-	27 July 2005
Furniture (Computers Chairs & Desks) for 10 DOEs	40,890.-	23 March 2006
Photocopying of teaching materials	4,074.40	8 April 2006
Shipping of teaching materials	4,114.85	
Translation of Mentor Guide Booklets	5,827.50	23 May 2006
Editing & Filming Eqpt.	71,920.-	Delivery process
Data Show	51,048.-	2 Nov. 2006
Purchasing of books- provided to the Curriculum Directorate	2,030.72	17 Dec. 2006
Purchasing of Jordanian school textbooks-provided to the Curriculum Directorate	299.43	
Purchasing of books- provided to the MoE, Baghdad	328.50	8 Jan. 2007
PCs for MOE	98,700.-	19 Dec. 2006
Installation of IT Eqpt.	13,000.-	20 Dec. 2006
ICDL Training "Computeach International"	8,262.71	