[INSERT NAME OF MDTF/JOINT PROGRAMME]
FINAL PROGRAMME[1] NARRATIVE REPORT

<table>
<tr><td colspan="2">

Programme Title & Number

- Programme Title: **ICT in Education for Iraq**
- Programme Number: B1-26
- MDTF Office Atlas Number: *66860*

</td><td colspan="2">

Country, Locality(s), Thematic Area(s)[2]

Country: Iraq
Thematic Area: Education

</td></tr>
</table>

Participating Organization(s)	Implementing Partners
UNESCWA (lead agency) *UNESCO Iraq Office*	- Ministry of Education – BGH - Ministry of Education - KRG

Programme/Project Cost (US$)

		Programme Duration (months)	
MDTF Fund Contribution:		Overall Duration	47 months
• *by Agency*	UNESCWA : $2,038,192		
	UNESCO : $1,962,414		
Agency Contribution		Start Date[3]	26 April 2007
• *by Agency (if applicable)*			
		Original end date	26 October 2008
Government Contribution		Revised End Date	31 March 2011
Other Contribution (donor)*)*		Operational Closure Date[4]	31 March 2011
TOTAL:	$4,000,606	Expected Financial Closure Date	31 December 2011

Final Programme/ Project Evaluation

Evaluation Completed
☐ Yes   ☐ No   Date: June 2011

Evaluation Report - Attached
☐ Yes   ☐ No

Submitted By

o   Name:
o   Title:
o   Participating Organization (Lead):
o   Contact information:

---

[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).

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

I. PURPOSE

The project was designed to build sustainable capacity in the Iraqi Ministry of Education (MoE) for the continuing quality improvement of teaching and learning, focusing on the use of ICT. In order to improve the ICT skills and literacy of MoE staff, teachers and students, the institutional capacity of the MoE was enhanced to design, develop, and distribute a variety of e-Learning resources with an accompanying program of teacher professional development to implement such resources.

Main outputs and outcomes of the programme as per the approved programmatic document:

- Outcome 1 (UNESCO): To reorient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (Policy Component).
- Output 1.1 ICT based curriculum, instruction, and learning assessment framework, strategy, and action plan developed.
- Output 1.2 Raising awareness on "ICT in Education"; e-sharing and exchange procedures of knowledge and resources developed.

- Outcome 2 (UNESCO): To build sustainable capacity in the Ministry of Education (MoE) in Iraq to develop ICT-based curriculum, instruction, learning and assessment (Human Resources Development Component).
- Output 2.1 The professional development of Ministry of Education personnel including teachers, educational supervisors, curriculum developers, and teacher trainers.
- Output 2.2 Two core groups selected by the Ministry: one group to become training instructors for ICDL trainers, and the second group to be trained on e-content development and management, in preparation for the establishment of the ICT Development Centre (ICTDC).

- Outcome 3 (ESCWA): To upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning (Physical Resources Component).
- Output 3.1 ICDL to meet the needs of Iraqi school system.
- Output 3.2 The ICT Development Centre (ICTDC) in Baghdad, and five ICT Centres (ICTC) in five Governorates are established and made operational.
- Output 3.3 Ten schools for leading the incorporation of "ICT in Education" into the Iraqi school curriculum set up (one school for boys and one school for girls in five governorates to be selected in consultation with MoE.
- Output 3.4 Five mobile ICT training laboratories (E-Caravans) built and mobilized to train teachers in remote areas in the five governorates *(later changed to only one E-Caravan and 10 computers on wheels (COW)).*

The Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund as the following :

This project aims to address the joint UN Assistance Strategy for Iraq within the Education Sector as well as the UN Millennium Development Goals through enhancing the quality of education at various levels of schooling.

This project fits well within the framework of the Millennium Development Goals, aims at reducing poverty and enhancing income generation, and endeavours to achieve main EFA Goals: progress towards better quality in education.

Primary implementing partners and stakeholders including key beneficiaries:

- ESCWA and UNESCO
- MoE – Central and MoE - KRG (they are also the key beneficiaries: both MoEs are the line ministries for whom the project is intended).

II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

Key outputs achieved and explain any variance in achieved versus planned results:

Output 1: To reorient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (Policy Component).

- Both Ministries of Education in Baghdad and Kurdistan submitted their draft strategies during June 2009 to UNESCO who then revised and edited them to facilitate a draft ICT policy.
- A workshop on "ICT in Education Strategy" was organized during 4-5 August 2010 in Amman to present and discuss the revised strategy with Iraqi officials and the international expert. The representatives of the Iraqi counterparts made amendments to the revised strategy and approved the final version.

Output 2: Raising awareness on "ICT in Education" and e-sharing and exchange procedures of knowledge and resources developed

- The E-Learning training workshops (3 phases) resulted in producing 9 packages for five subjects (Physics, Biology, Chemistry, Mathematics and Arabic for non-Arabic speaking students).
- The final versions of 2 packages for each subject (Physics, Chemistry, Biology, Mathematics, and Arabic) have been produced by the Iraqi team to cover a part of the curriculum for the 9th and the 12th grade in Iraqi schools during December 2009. Those packages have been used in the blended learning workshops organized under the direct supervision of the UNESCO Iraq Office in pilot schools in Karkh, Rasafa, Najaf, Basrah, and Ninewa during November–December 2009, benefiting 520 teachers from 82 schools.
- The packages have been also used in other UNESCO projects. They provided the basis for educational lessons in the Educational TV Project, and they have also been published on the Distance Learning Project's website (Iraqi Curricula).

Output 3: A core mentor guides to be trained to develop ICT-based curriculum, instruction, learning and assessment (Human Recourses Development Component).

- An ICDL and CTP (Certified Training Professional) Training workshop was organized by ICDL GCC Foundation at the University of Jordan – Amman during 22-28 November 2008, benefiting 19 Iraqi participants.

- The full accreditation with the CTP was issued by the ICDL GCC Foundation for 17 Iraqi participants at the beginning of February 2009. The certification was accomplished after completing 44 tests/exercises in Iraq supervised and monitored by the ICDL GCC experts. This certification enabled the successful participants to train and certify other staff and students in Iraqi schools.

- The General Directorate for ICT / Training Department in the MoE organized training workshops for 1,500 trainees from the MoE. Those workshops were meant as preparatory courses for the trainees to develop the understanding of the main concepts of IT and to make

MoE staff aware of the common computer functions and operating systems and to prepare them to get the online test for ICDL. The trainers were the same group who took the ICDL and CTP training motioned above.

- A training workshop on the Automated Testing Software for ICDL (ATS workshop) was organized during 13-14 December 2009 in the MoE Baghdad, benefiting the technical and the administration staff who will be responsible for conducting the ICT Development Centre and the ICT Centers in Baghdad, Basrah, Ninewa, and Najaf, in addition to the directors of the training and maintenance department. This workshop was held to train staff on the set up of the ATS software in their centers and to teach them how to enter trainees' names and obtain their test results.

- ICDL training/testing centers in operation: Six Centers in Baghdad, Erbil, Najaf, Basrah, and Nineveh obtained accreditation from the ICDL GCC Foundation. The centers provided on-line ICDL tests for 600 staff from MoE, 483 passed the exam on the first attempt.

Report on how achieved outputs have contributed to the achievement of the outcomes and explain any variance in actual versus planned contributions to the outcomes.

Outcome 1 (UNESCO): To reorient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (Policy Component).

- The final version of the ICT strategy has been approved by representatives of the Iraqi counterparts after the necessary amendments requested by them were made. (Output 1). The MoE- Baghdad is planning to link the ICT Strategy to the UNESCO National Educational Strategy.

Outcome 2 (UNESCO): To build sustainable capacity in the Ministry of Education (MoE) in Iraq to develop ICT-based curriculum, instruction, learning and assessment (Human Resources Development Component). (Output 2,3)

- The E-Learning training workshops (3 phases) resulted in producing 9 packages which were designed to cover five subjects (Physics, Biology, Chemistry, Mathematics and Arabic for non-Arabic speaking students). The core team in the MoE - Baghdad will organize training workshops to produce new e-packages.

- Six ICDL Centers in Baghdad, Erbil, Najaf, Basrah, and Nineveh obtained accreditation from the ICDL GCC Foundation and are operational now; the Centers provided on-line ICDL tests for 600 staff from MoE, 483 of whom passed the exam on the first attempt. The MoE – Baghdad has commenced the establishment of 10 new ICDL Centers in other Iraqi governorates and the training of 24 CTP trainees to work in these new centers.

- Blended Learning workshops were organized to develop human capacity in blended learning for school teaching and learning purposes.

Explain the overall contribution of the programme to the Strategy Planning Framework or other strategic documents as relevant, e.g.: MDGs, National Priorities, UNDAF outcomes, etc.

- This project aims to address the joint UN Assistance Strategy for Iraq within the Education Sector as well as the UN Millennium Development Goals by enhancing the quality of education at various levels of schooling. The project established six training centres, an E-caravan for mobile education, and ten computer laboratories in ten pilot schools and providing them with furniture, ICT equipment and facilities, audiovisual equipment, and ICDL training

materials. The project also included capacity-building programmes for schoolteachers, MoE staff and technicians to upgrade their knowledge and experience. The capacity-building programmes also aim to enable the current educators to meet the full range of diverse needs in the learner population, using ICT in education options.

- The project fits well within the framework of the Millennium Development Goals. The project contributed to reducing poverty by enhancing the quality of education, which will lead to enhanced employment opportunities and income generation (MDG1 T1), including widening employment opportunities to youth (MDG 8 T16) and ensuring access to skills in new technologies in partnership with the private sector (MDG 8 T18).

- Finally, through its main outputs and outcomes, the project contributes to the achievement main EFA Goals: progress towards better quality in education.

Explain the contribution of key partnerships and collaborations, and explain how such relationships impact on the achievement of results:

- **MoE in Baghdad and Erbil:** this partnership is vital to the project; without it, nothing could be done in terms of achieving planned outcomes. The MoEs are very serious about this project, and contributed the necessary efforts when asked to nominate the participants for the workshops, to provide their passports' copies and their contact details to facilitate the organization of the workshops.

- **ESCWA and UNESCO**: are the implementing partners of this project. Their coordination ensured that project activities were carried out seamlessly: regular exchange of information and reports ensured that obstacles were bypassed efficiently. This cooperation ensures the success of the project, as together they encourage and help the MoEs to continue in this joint effort.

- Finally, of utmost importance in such projects are the **coordinators** who work with different stakeholders, understand the concerns of all parties, and are able to ensure the coordination of efforts.

Primary beneficiaries and how were they engaged in the programme/ project implementation:

- MoE staff constitute the main beneficiaries of this project. The project mainly addresses the MoE teachers who, during the sanctions, were severely marginalized by not updating their course curricula and training, and not including ICT skills in schools. The project targets this group by implementing ICT in schools and providing them with up-to-date curricula and training in the latest ICT forms. Furthermore, it raises the issue of upgrading teachers and students in pilot schools with ICDL certifications.

- Their participation in and ownership of the project was secured and maintained throughout. The MoE was consulted at the highest level and the project design was approved by the Minister. The process for approving projects by the UNDG ITF steering committee requires consultation and approval by the ministry of Planning and Development and the line Ministry. In addition, the Ministry has had a major role in the project by providing the locations for all the Centres to be established, and by scheduling the courses for the schoolteachers. The MoE has participated in key decisions related to project implementation; this ranged from the selection of training candidates, to selection of location of training, etc.

- All rehabilitated sites are owned by the MoE, and the procured equipment was handed over to the ministry. Capacity building of the MoE staff secured the knowledge needed to sustain the project objectives without recourse to external expertise.

(Please see below the ICT training workshops and activities organized within the framework of the project).

1- **E-Content Training Programme**: This training had been organized to develop human capacity of MoE staff in E-Content Development for teaching and learning purposes, to enable participants to sharpen their skills in this field and at the same time use these skills to convert the course notes which the participants brought with them into E-Learning format.

When: 24 November – 5 December 2007.

Where: Al-Minhaj Company for Information technology - Amman organized by (Moroccan National Laboratories).

Number of participants: 14 MoE-BGH (7 educational advisors and 7 IT specialists)

2- **Study Tour and Policy Makers Workshop.**

Objective:
- Provide the participants with the knowledge, skills and expertise necessary to enable them to employ ICT in education through access to the Moroccan experience in this area, and to view school environment which provides software and tools of modern ICT in the learning and teaching.
- To produce draft policies and strategies for the introduction of information and communication technology for the development of education to suit the reality of the current education system.

When: 3-15 December 2007

First Activity: Educational Policies of ICT Study Tour (3-8 Dec 2008)

Second Activity: Educational Policies of ICT Workshop (9-15 Dec 2008)

Where: Institute of Studies and Research, Rabat – Morocco.

Number of participants: 10 participants from MoE staff – BGH.

3- **E-Library Training workshop**: This workshop comes as a response to a request from the MoE-BGH to improve the participants' competencies in managing, developing, and maintaining school library information resources and services and to provide them with the needed skills to plan, organize, deliver, monitor, and evaluate training programmes targeting school libraries

When: 10-19 September 2007.

Where: Bridging Digital Gap - Amman

Number of participants: 12 MoE-BGH

4- **E-Library Manual workshop**: This workshop had been organized to develop a school library manual based on best practices related to integrating ICT in school library. This manual equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens.

When: 12-16 June 2008.

Where: UNESCO Iraq Office – Amman. (The manual was developed by MOUB HI-TECH Establishment).

UNESCO Consultant (Dr. Ameen Najdawi)

Number of participants: 3 participants from the School Library Directorate.

5- **Blended Learning Workshop:** This workshop had been organized to develop human capacity in blended learning for school teaching and learning purposes and to provide a comprehensive view of blended learning and discuss possible dimensions and ingredients of blended learning programmes.

When: 18-29 June 2008.

Where: Al-Balqaa University (Salt-Jordan).
Number of participants: 14 participants (11 MoE – BGH), (3 MoE- KRG).

6- E-Learning workshops (THREE Phases).

E-Learning Phase 1: This workshop trained educational subject experts to be able to develop education material and to introduce best practice pedagogies in teaching the 5 selected subjects in addition to developing an enhanced curriculum powered with communicative tools: on-line lesson plans, teacher development material, tools and rich interactive student media.

When: 21-26 June 2008.
Where: Al-Rouad Centre (the 5 contracted companies organized the training).
Number of participants: 16 participants (12 MoE – BGH), (4 MoE- KRG).
E-Learning Phase2: (The period between Phase 1 and Phase 3)
The teams had worked inside Iraq to produce the first versions of the e-Learning packages for 5 subjects (Physics, Chemistry, Biology, Mathematics, and Arabic) and sent them to the contracted companies for review.
E-Learning Phase3: This workshop was organized to review and discuss the E-Learning packages produced by the core team during Phase 1 and Phase 2 and to enhance and improve the Core team knowledge about e- Learning Packages.

The final versions of 2 packages for each subject (Physics, Chemistry, Biology, Mathematics, and Arabic) have been produced by the Iraqi team to cover a part of the curriculum for the 9th and the 12th grade in Iraqi schools. The final versions of the packages were received in January 2010.

When: 13-25 June 2009.
Where: Jordanian Bite (the 5 contracted companies organized the training).
Number of participants: 21 participants (16 MoE – BGH), (5 MoE- KRG).

7- ICDL and CTP (Certified Training Professional) Training workshop: This workshop had been organized to establish the ICDL programme as the standard for basic digital literacy by preparing participants to be able to teach the ICDL programme to groups of teachers, and MoE staff.
When: 22-28 November 2008.
Where: University of Jordan - Amman. (Organized by ICDL GCC Foundation).
Number of participants: 19 participants (16 MoE – BGH), (3 MoE- KRG).

8- ICT Strategy Workshop: This workshop was organized to present and discuss the revised strategy with the Iraqi officials and international expert. The representatives of the Iraqi counterparts made amendments on the revised strategy and approve the final version.
When: 4-5 August 2010.
Where: Amman – Jordan.
Number of participants: 12 participants (8 MoE – BGH), (4 MoE- KRG).
Objective:

Training workshops in Iraq:

1- ICDL Training Programmes:
- The General Directorate for ICT / Training Department in the MoE had organized training workshops for 1,500 trainees from MoE staff. Those workshops can be considered as preparatory courses for the trainees to develop the understanding of the main concepts of IT,to make the MoE staff aware of the common functions and operating systems of computers and to prepare them to get the online test for ICDL. The trainers were the same group who took the ICDL and CTP training motioned above.

- A training workshop on the Automated Testing Software for ICDL (ATS workshop) has

been organized during 13-14 December 2009 benefiting the technical and the administration staff who will be responsible for conducting the ICT Development Centre and the ICT Centers in Baghdad, Basrah, Ninewa, and Najaf in addition to the directors of the training and maintenance department. This workshop trainedstaff on the set up of the ATS software in their centers and taught them how to enter the trainees' names and get their test results.

- Operate the ICDL training/testing centers: Six Centers in Baghdad, Erbil, Najaf, Basrah, and Nineveh obtained accreditation from the ICDL GCC Foundation; the Centers provided on-line ICDL tests for 600 staff from MoE, 483 of whom passed the exam on the first attempt.

2- Blended Learning Workshops in Iraq:

Following the Blended Learning workshop, five workshops have been held in the pilot schools during November – December 2009 benefitting 520 teachers from 82 schools for the subjects of Mathematics, Physics, Chemistry, Biology, and Computer Sciences. Those workshops were organized under the direct supervision of UNESCO Iraq Office.

The training materials used in these workshops were the same ones used in the blended learning workshop organized in Amman during June 2008 in addition to the final versions of the e-packages to find out the efficiency of the produced e-learning packages.

The contribution of the programme on cross-cutting issues pertinent to the results being reported:

Gender issues: The project addressed all MoE primary and secondary instructors, who are offered equal opportunities. Additionally, in the selection of pilot schools, an equal number of boy schools and girls schools were selected to ensure gender equality.

Particularly vulnerable or marginalized groups: The project approached this group by implementing ICT in schools and providing them with up-to-date curricula and training in the latest ICT forms. It furthermore raised the issue of upgrading teachers and students in pilot schools with ICDL certifications. Marginalized communities in geographically remote areas benefitted from the services of the mobile E-Caravan. Ultimately, the project also benefitted handicapped students who gain from increased use of ICT and ICT assisted education.

Environmental impact: The project has no specific environment dimension, but increased usage of ICT and ICT assisted education may improve access to environment related knowledge and expertise.

Employment opportunities: In addition to the staff of the project and the new positions created for trainers at the training Centres, the project did have a direct employment dimension, as it dealt directly with employability and productivity: school students will graduate from schools being ICT literate which will improve their productivity and employability. Teachers will also become more productive, and they will be able to integrate more up-to-date knowledge into their teaching.

- During the training courses or workshops organized inside or outside Iraq, assessment forms were filled by the participants and the coordinator/observer. These forms were studied and remedial action was taken whenever necessary. Furthermore, at the end of every course/workshop, final reports were generated by the participants and coordinators/observers.

- A joint (involving both UNESCO and UNESCWA) external evaluation of the project is ongoing and the final report is expected in June 2011.

Challenges such as delays in programme implementation, and the nature of the constraints such as management arrangements, human resources, as well as the actions taken to mitigate, and how such challenges and/or actions impacted on the overall achievement of results.

1- Some of the participants trained to be responsible for accomplishing certain tasks in Iraq were subsequently transferred to other directorates in the Ministry of Education to take on other responsibilities.

2- After a team from the MoEs had successfully completed part of the training, it was not always the same group that went on to the next step together. Sometimes, unsuccessful or new candidates joined the group of successful candidates; this resulted in the delay of the program (or in an incomplete core team).

3- The quality of internet access in Iraq proved a constraint. It is essential for the project centres to be equipped with good quality internet access. Both MoEs are suffering from lower quality internet access, and therefore provide lower quality services. This was frequently pointed out to the MoE management team; unfortunately, however, they were not able to provide an acceptable solution.

4- The delay in allocating and releasing funds in the MoEs to rehabilitate the ICDL Centers caused delays in the accreditation of the Centers, thereby delaying the commencement of training courses in these centers.

5- The assassination of the Director-General of ICT Directorate in the MoE Baghdad (who was concurrently the project manager in the MoE) had a negative impact on the project and the performance of staff in the Ministry.

Key lessons learned that would facilitate future programme design and implementation, including issues related to management arrangements, human resources, resources, etc.,

1- There were many delays in the submission to UNESCO of requested information especially with regards to the nomination of officials to attend the training workshops or to become members of the committee working on the ICT Strategy. Accordingly, Agencies need bear in mind the time required to receive nominations from the MoEs and plan accordingly.

2- UNESCO faced many difficulties in the coordination with the MoEs in Iraq, so it is very important that the ministries assign a Project Focal point responsible for all project coordination on the Iraqi side.

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 (UNESCO): To reorient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (Policy Component).							
Output 1.1 ICT based curriculum, instruction, and learning assessment framework, strategy, and action plan developed.	ICT in Education policy, framework, and strategic plans at the level of MoE in Iraq developed and formulated.	0	Develop an ICT Strategy in coordination with the MoEs in Baghdad and Kurdistan.	A final version of the ICT Strategy has been approved by representatives of the Iraqi counterparts after making their amendments on the draft version.		Training workshops and meetings.	
Output 1.2 Raising awareness on "ICT in Education" and e-sharing and exchange procedures of knowledge and resources developed.	Number of key stakeholders informed on "ICT in Education" initiatives/programmes in the region.	0	Key personnel in the MoEs informed and made aware of the implementation of ICT in Education	Achieved		Training and workshop reports.	
Outcome 2 (UNESCO): To build sustainable capacity in the Ministry of Education (MoE) in Iraq to develop ICT-based curriculum, instruction, learning and assessment							
Output 2.1, 2.2 Two core groups selected by the Ministry, one group to become training instructors for ICDL trainers, and the second group to be trained on e-content development and management, in preparation for the	Number of trainers trained	0	10 ICTDC instructors trained. 100 ICTC instructors attending ICDL courses at the ICTDC.	600 teachers trained in the ICTDC and 5		Training workshops.	

establishment of the ICT Development Centre (ICTDC).			300 teachers trained in the 5 ICTC	ICTC			
			15 staff members from the MoEs trained and started producing 5 e-learning Packages	Nine e-packages have been produced to cover five subjects.			
Outcome 3 (ESCWA): To upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning (Physical Resources Component).							
Output 3.1 The ICT Development Centre (ICTDC) in Baghdad and five ICT Centres (ICTC) in five Governorates are established and made operational.	Indicator 3.1.1 Number of ICTCs to be selected in consultation with MoE operational in five governorates.	-	Five ICTCs to be selected in consultation with MoE operational in five governorates.	Five ICTCs to be selected in consultation with MoE operational in five governorates.	-	Monitoring reports on project implementation	-
	Indicator 3.1.2 Number of operational ICTDC	-	1 fully rehabilitated and equipped ICTDC in Baghdad	1 fully rehabilitated and equipped ICTDC in Baghdad	-	Monitoring reports on project implementation	-
Output 3.2 Ten schools for leading the incorporation of "ICT in Education" into the Iraqi school curriculum set up (one school for boys and one school for girls in five governorates to be selected in consultation with MoE).	Indicator 3.2.1 Number of operational pilot schools.	-	10 fully rehabilitated and equipped pilot schools in the 5 governorates	10 fully rehabilitated and equipped pilot schools in the 5 governorates	-	Monitoring reports on project implementation	-

Output 3.3 Ten schools for leading the incorporation of "ICT in Education" into the Iraqi school curriculum set up (one school for boys and one school for girls in five governorates to be selected in consultation with MoE).	Indicator 3.3.1 Number of operational E-Caravans and mobile laptop carts.	-	1 operational E-Caravans in a relatively secure governorate and 10 mobile laptop carts.	1 operational E-Caravans in a relatively secure governorate and 10 mobile laptop carts.	-	Monitoring reports on project implementation	-