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Educational, Scientific and
Cultural Organization

External Evaluation Report

ICT in Education for Iraq
(B1-26)

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Abbreviations and Acronyms

COW	Computers on Wheels
CTP	Computer Training Professional
DoE	Directorate of Education
GoI	Government of Iraq
ICDL	International Computer Driving License
ICT	Information and Communication Technologies
ICTDC	ICT Development Centre
ICTTC	ICT Training Centre
KSA	Knowledge, skills and attitude
MDG	Millennium Development Goals
MoE	Ministry of Education
ToR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN-ESCWA	United Nations Economic and Social Council Western Asia

Section 1 Executive Summary

1.1 Background

The Iraqi education system has faced a multitude of serious problems and shortcomings in the last two decades, not least the lack of access to modern, up-to-date ICT facilities and training. In the 1980's the Iraqi school system was recognized as one of the most developed in the region; however, now that system ranks close to the bottom. The lack of security and political instability have taken a considerable toll, particularly in the form of a 'brain drain' as trained and educated Iraqis continue to leave the country.

The education system in particular has suffered from a lack of integration of ICT into the organization and management of the Ministry, in staff and teacher training, and in curriculum, as a means of enabling Iraqi students to prepare for places in a 'high-tech' world.

Project B1-26, "ICT in Education for Iraq" was begun in April 2007 and was designed to support the Iraqi Ministry of Education (MoE) in building sustainable capacity for the continuing quality improvement of curriculum, teaching and learning and student assessment by focusing on the effective use of ICT. In order to develop and improve the ICT literacy and skills of the MoE staff, its teachers and students, the institutional capacity of the MoE was enhanced to develop capacity to design, develop and distribute a variety of e-learning resources. It also included a human resources component in order to upgrade MoE staff and teacher professional development to use e-content resources through a program of professional development.

1.2 Achievements

The project met all of its planned outputs and planned activities stated in the original project documents, nevertheless; the overall project objective (page 10) was not fully achieved since some of the project's components are not being used for its intended purpose such as E- Caravan and ICT facilities in targeted schools. Although; the project activities were properly completed; the overall objective was not achieved. (As enumerated in the Output Indicators column in Table 10, page 21).

Policy Component:

- The development and adoption by MoE of an "ICT in Education" policy and strategy to guide the rollout of ICT across the Ministry in order to maximize the effectiveness of integrating ICT (1.1)

- Awareness raising of the importance of ICT was achieved through workshop activities for 1500 MoE staff in order to develop an understanding of the main concepts of ICT and their relation to education (1.2)

Human Resources Component

- Training of a core team of 21 e-content developers who were responsible for designing and delivering two e-learning packages for five subjects to cover a part of the curriculum for grades 9 and 12 (2.1)
- Training of a core team of 22 ICDL and Certified Training Professional trainers who were able to train 10 trainers for the ICT Development Centre who in turn trained an additional 100 trainers for the five ICT Training Centres (2.2)
- Training of 520 teachers from 82 schools on the e-learning packages developed for the five core subjects of the grades 9 and 12 curriculums

Physical Resources Component

- Establishment of ICDL testing centres with international certification that administered the ICDL exam to 600 MoE staff with 483 passing the exam on the first attempt (3.1)
- One ICT Development Centre in Baghdad and five ICT Training Centres in five governorates established and operational (3.2)
- Ten pilot schools in five governorates (one boys' and one girls' school in each governorate) as selected by MoE equipped with modern, up-to-date ICT facilities to lead the incorporation of "ICT in Education" into the Iraqi school curriculum (3.3)
- One E-Caravan built and 10 computers on wheels (COW) carts built and delivered for training teachers in remote areas (two for each of the ICT TCs) (3.4)

The ICT in Education for Iraq project successfully met the outputs enumerated in the original project reports and documents set initially by UNESCO, UN-ESCWA and MoE. These outputs focused on supporting the development of an ICT in Education strategy with MoE and raising the awareness of the importance of ICT with MoE staff; training MoE staff in specific ICT-based skills; and providing physical resources to support ICT learning. However, MoE experienced some issues and difficulties in integrating and using these resources and ensuring that staff trained in project activities remains in relevant positions to build on this investment in human resources capacity also the use of ICT facilities and equipments procured under this project for its intended purpose which is supporting ICT at schools level. These issues negatively impacted the broader project outcomes of maximizing the effectiveness of the use of ICT in education, building capacity to develop MoE human resources and supporting ICT effective learning in schools.

1.3 Recommendations

1. The evaluation noticed that many of the stakeholders interviewed requested more IT training for themselves or for members of their MoE staffs.

Recommendation: Build on the solid base of ICT training and increased capacity of MoE staff it is recommended to continue the support for ICDL and for other types of ICT courses that can be offered through the ICTDC and the ICTTCs.

2. Modern, well-equipped facilities that can offer good ICT training are essential to the continued expansion of the MoE capacity building efforts to enhance ICT skills among staff.

Recommendation: More ICT centers should be established around Iraq and to continue the support to expand the pilot project's successful establishment of six ICT Centres and the Ministry's efforts to create ICT Centers in other governorates.

3. Recommendation: A clear and comprehensive strategy for incorporating gender balance and gender equity into all project activities should be implemented by MoE . UNESCO and UN-ESCWA should require gender breakdown of all data regarding project beneficiaries in all official reports for future projects.

4. None of the ICT facilities set up in the ten pilot schools is being used for the benefit of the students. One of the main objectives of the project was to support the quality improvement of teaching and learning focusing on the use of integrating ICT into the classroom. This objective is not being met as the ten pilot schools are not "leading the incorporation of ICT in education.

Recommendation: The selection criteria of schools and locations benefited under ICT project should be reviewed to decide if this is an effective allocation of project resources and MoE should insure that ICT facilities are being used for its planed objective. .

5. Many of the teachers in the pilot schools who completed the Blended Learning workshop were moved to other schools at the governorates level, also many of MoE staff participated in the core training programs were often moved to other departments after completing one or two stages of the training. Their replacement by new and inexperienced staff caused problems and delay in establishing well-trained and effectively functioning core teams, particularly in e-content development.

Recommendation: MoEs and DoEs should create an effective mechanism for ensuring that staff that benefit from project training remain in their positions in order to maximize human resources capacity development.

6. Comprehensive development of e-content activities and e-learning packages integrated into the curriculum in all subjects serves as the foundation for the continuing quality improvement of classroom teaching and learning focused on the use of ICT. The project was only partially successful in supporting the MoE in the creation of skilled teams of e-content curriculum development and the delivery of subject-based e-content activities and learning packages.

Recommendation: A review and analysis of the e-content development process and management component should be undertaken to identify ways in which this type of intervention can be made more effective.

7. None of the ICT Centers is fully utilizing the mobile laptop carts that were purchased to support teacher training in remote areas. Only two Centers are using the carts for training at the Centers. Three Centers indicate that they have no space for these carts while others are unsure of how to integrate them effectively into training.

Recommendation: Mobile laptop carts should be provided only to Centers that have adequate space to utilize them for training.
Recommendation: Ensure that Centre staff and trainers are well prepared to use this resource to maximize the number of MoE staff that can be trained.
Recommendation: The original plan of utilizing the mobile laptop carts for teachers in remote areas should be reviewed as to whether this type of intervention is realistic, given the security concerns in Iraq at present.

8. Kurdistan stakeholders reported that many staff and teachers nominated for core team training in the e-content development, for ICDL training and who attended the Blended Learning workshop were not able to benefit fully or successfully complete the training because of language difficulties with Arabic and English.

Recommendation: This problem of the language used for training activities should be directly addressed in any future projects related to training and staff development in Kurdistan.

9. The concept of an E-Caravan was included in the project as a way to train teachers in remote areas. This has clearly not happened since the E-Caravan provided by the project has never become operational for a variety of reasons and is parked near the Baghdad ICTTC; the goal of including teachers in remote areas in ICT training and professional development is very important to the achievement of a higher level of capacity in MoE staff.

Recommendation: MoE should start utilize this effective ICT traning tool and develop a pre-scheduled and planed visits to remote area.
Recommendation: Other more effective and more realistic ways of meeting the ICT training needs and professional development of teachers in remote areas should be identified in any future projects.

10. Although the project achieved its original outputs regarding policy development, capacity building for MoE staff, and delivery of physical ICT facilities, stakeholders and beneficiaries identified many problems and issues regarding the ongoing use of these outputs, issues that negatively impact their effectiveness.

Recommendation: UNESCO/ESCWA staff should meet regularly with MoE stakeholders in Baghdad and also in the Directorates included in the project, as well as the staff of the pilot schools, during these meetings.

UNESCO/ESCWA and stakeholders should identify possible solutions to project challenges and develop alternative approaches, these meetings will create a solid partnership foundation, improve the communication procedures and enable the MoE and other stakeholders to share their experiences, suggestions and recommendations with UNESCO, and also it will help to solve any challenges during project implementation without delay.

Please see 6.14 (Conclusions) page 49

Section 2 Introduction

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

In Iraq, information and communication technologies—ICT facilities and applications—are very weak. Most Ministry of Education (MoE) staff and teachers have either very little or no ICT literacy at all and thus are ill-suited to play a leading role to help create a new generation of ICT-literate students. Delivering ICT in the context of the education system in Iraq will help overcome this problem by fostering greater ICT literacy among students, teachers, school principals, and Ministry of Education (MoE) staff. Such a technological renewal of Iraq's educational system is vital if Iraqi youth are to play a key part in contributing to building the country's future in the 21st century.

Section 3 Project Description

3.1 General Description

Project B1-26, ICT in Education for Iraq, was begun in 2007 and was a pilot project designed to build sustainable capacity in the Iraqi MoE for the continuing quality improvement of teaching and learning, focusing on the use and integration of ICT into the education system. An important element of such a pilot project was to support MoE in gaining experience in operating the ICT Centres in order to better set up and operate future ICT Centres across the country.

In order to improve the ICT literacy and skills of MoE staff, teachers, and students, the Project concentrated on enhancing the institutional capacity of the MoE to design, develop, and distribute a variety of e-learning resources, and on an accompanying program of teacher professional development to effectively implement such resources.

Project Development Goal:

To build sustainable capacity in Iraqi MoE for the continuing quality improvement of curriculum, instruction, learning and assessment, focusing on Information and Communication Technologies (ICT) as a transforming and integrating force, which will help the MoE cope with the developments in ICT and prepare teachers and eventually students to play full roles in developing their society and to contribute to a knowledge nation.

The project aimed at enhancing the quality of education at various levels of schooling (as well as addressing the joint UN Assistance Strategy for Iraq within the Education Sector, the UN Millennium Development Goals).

The project focused on establishing six ICT training centres; establishing an E-caravan for mobile education, and establishing ten computer laboratories in ten pilot schools and providing them with furniture, ICT equipment and facilities, audio-video equipment, and ICDL training materials. The project also included training and capacity-building programmes for teachers and MoE staff and technicians aiming at upgrading their knowledge and experience, and at enabling the existing educators to meet the full range of diverse needs in the learner population using ICT in education options.

3.2 Project goal and immediate objective:

- To re-orient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (Policy Component).

- To build sustainable capacity in the Ministry of Education (MoE) in Iraq to develop ICT-based curriculum, instruction, learning and assessment (Human Recourses Development Component).

- To upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning (Physical Resources Component).[1]

3.3 Project objectives:

- Establish one ICT Development Centre (ICTDC) in Baghdad;
- Establish 5 ICT Training Centers (ICTTCs) in Baghdad, Ninewa, Basra, Najaf, Erbil;

[1] Date and Quarter Updated Report: 09Q02

- Establish 10 pilot schools (PSs) in the 5 selected governorates: 5 schools for boys and 5 for girls;
- Provide 10 mobile laboratories for the ICTTCs;
- Build one E-caravan for remote areas;
- Re-orient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education";
- Build sustainable capacity in the Ministries of Education through training core teams and enable them to produce e-Learning Packages for selected number of Iraqi curriculum subjects;
- Build sustainable capacity in the Ministry of Education through acquiring the International Computer Driving License (ICDL) and the Computer Training Professional certification (CTP).

3.4 Project outputs:

- ICT based curriculum, instruction, and learning assessment framework, strategy, and action plan developed. (UNESCO)
- Raising awareness on "ICT in Education" and e-sharing and exchange procedures of knowledge and resources developed. (UNESCO)
- The professional development of Ministry of Education personnel including teachers, educational supervisors, curriculum developers, and teacher trainers. (UNESCO)
- 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). (UNESCO)
- The ICT Development Centre (ICTDC) in Baghdad and ICT Centers (ICTC) in each of the five Governorates established and made operational. (UN-ESCWA)
- 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). (UN-ESCWA)
- One mobile ICT training laboratories (E-Caravans) and 10 mobile laptop carts built and mobilized to train teachers in remote areas in the five governorates. (UN-ESCWA).

3.5 Project timeline and Budget:

The project was approved with a startup date of 26 April 2007 and completion date set for 26 October 2008, initial project duration being 18 months. The first six-month extension was approved on 16 November 2008 (October 2008 to April 2009), the second eight-month extension was approved in April 2008 (April 2009 to December 2009), the third seven-month extension was approved on 14 December 2008 (December 2009 to July 2010), the fourth extension given until December 2010 when the project operationally closed. A fifth and final extension was approved until 31 March 2011 to allow for an external evaluation to be conducted

Budget: USD 4,000,606 (Total)
USD 1,962,414 (UNESCO)
USD 2,038,192 (UN-ESCWA)

3.6 Implementing Partners:

UNESCO, in partnership with UN-ESCWA, developed e-learning resources and training courses to ensure a better and more modern educational system in Iraq.

UN-ESCWA was primarily responsible for ensuring that site refurbishments met agreed-upon standards, for ensuring appropriate electrical standards in all ICT centres and school labs, and for purchasing and overseeing installation of all electronic ICT equipment for the designated ICT centres, school ICT labs, and E-caravan and mobile laptop carts.

UN-ESCWA was responsible for the "physical resources component" of the project, namely to upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning. This included the one ICTDL, five ICTTCs and ICT facilities in 10 pilot schools. The MoE appointed an official team responsible for supervising the implementation of the project and this team coordinated with UN-ESCWA's national team. Together, these two teams worked with MoE to select the different sites and remained in close coordination in order to complete the rehabilitation and establishment of the sites, as well as the procurement of equipment. The team was responsible for ensuring that all activities and equipment adhered to the agreed-upon standards.

UNESCO was primarily responsible for the educational and training activities of the project. These included the capacity building programs; the development of ICT in education policies and strategies; e-content development for school subjects; and the establishment of an International computer Driver's License (ICDL) program in the MoE (training and certification). These educational activities were carried out through a variety of training programs and workshops, accompanied by the distribution of appropriate training materials.

Section 4 Evaluation Purpose and Scope

4.1 Evaluation Purpose:

The evaluation of the project "ICT in Education for Iraq" measures both the project's development effectiveness as well as project level operational effectiveness. Also, it assesses the results of the project outputs and measures to what extend the project achieved its planned objectives.

The evaluation provides UNESCO and UN-ESCWA with recommendations for corrective actions that can be taken over to improve general implementation modalities and future similar initiatives that UNESCO and UN-ESCWA may undertake in supporting the reconstruction of technical and vocational education in Iraq undertake.

Additionally, the results of the evaluation will be circulated to the principal donor and relevant sections at UNESCO and UN-ESCWA and posted online on the office website as well as the ITF UNDG website at UN headquarters in New York.

4.2 Evaluation Objectives:

The evaluation approach based on the five principles essential to the success of such programmes: Efficiency, Effectiveness, Relevance, Impact and Sustainability.

The overall objective of this evaluation exercise addresses the following basic issues:

- To what degree has the program objectives been attained over time?
- Is the program cost-effective?
- What impact has the project had upon the target clientele?
- Is the amount of benefits being delivered the right amount?
- What are the factors that may affect the long-term sustainability of the program?
- What decision (changes) should be taken on similar follow-up programs?

4.3 Evaluation Scope:

The evaluation intends to provide an independent and objective assessment of the ICT in Education for Iraq project, rather than to identify lessons learned and recommendations for corrective actions that can be taken over to improve general implementation modalities. The evaluation examines all aspects of the project; training programs or workshops, accompanied by the dissemination of materials which covered the training topics, prepared trainees for further training, and/or pointed to other sources of information.

Also the evaluation examines if the activities of the projects met their intended outputs and insure their compliance with ICT criteria.

The following key evaluation questions are to be addressed and are based on the five principles essential to the success of such development projects: Efficiency; Effectiveness; Relevance; Impact; and Sustainability

Efficiency:

- Have the outputs been delivered in a timely manner?
- Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?
- Have UN-ESCWA's/UNESCO's organizational structure, managerial support and coordination mechanisms effectively supported their delivery?

Effectiveness:

- What has been the progress made towards achievement of the expected outcomes and expected results?
- What are the reasons for the achievement or non-achievement?
- To what extent have beneficiaries been satisfied with the results?
- Is the programme cost-effective, i.e., could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
- Does the programme have effective monitoring mechanisms in place?

Relevance:

- Are the programme objectives addressing identified needs of the target group(s)?
- Do the activities address the problems identified?

Impact:

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

Sustainability:

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

Section 5 Evaluation methodology

5.1 Evaluation Design

The evaluation team for this evaluation consists of a qualified and experience evaluator/team leader assisted by an international expert specialized in evaluation process and knowledge in issues of educational systems, and an in-country team consists of five national evaluation experts that are positioned to carry out data collection and field evaluation activities in the five targeted governorates. The evaluation team is well trained on quantitative and qualitative data collection and analysis techniques. The office of the consultant, Stars Orbit, was responsible for developing a timeline, specifying responsibility for each evaluation phase, organizing the logistics of carrying out the evaluation, coordination and liaison between parties, as well as translation of materials between English, Kurdish and Arabic.

A supporting team made up of project manager, project coordinator, logistics and administration coordinated and lead the field evaluation team and liaison with UNESCO and UN-ESCWA (taking into consideration that UN-ESCWA operates from Beirut, Lebanon; UNESCO Iraq Office operates from Amman). The supporting team will be based in Baghdad and Amman

The evaluation team leader and international expert—responsible for:

1. Review of UN joint strategic documents and project documents and activity evaluation reports.
2. Development of the required evaluation tools.
3. Analysis of data
4. Writing of reports.

The international expert reviewed the project documents in depth, and produced questionnaires (please see Annex E: Field Evaluation Guidelines/ page 85), surveys and interview protocols targeting an appropriate sample of beneficiaries and stakeholders (including MoE staff involved in project implementation and capacity building activities, procurement activities, e-learning resource design, establishment of the ICT Development Centre and the ICT Training Centers, teachers trained in ICT and Blended Learning, school staff at the 10 pilot schools and a sample of students from the pilot schools who have participated in the "ICT in Education" at the school level). The questionnaires were formulated to include open-ended questions which allow for a high degree of flexibility in responses, and to cover the scope of project interventions and evaluation criteria so as to allow for triangulation of observations.

The in-country evaluation team—responsible for:

1. Conducting the data collection.
2. Carrying preliminary data analysis, interviews, field visits, observation and surveys.

Evaluation methods include:

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

The evaluation was undertaken in close consultation with Iraqi partners and all efforts were made to allow the Iraqi partner/s to lead the evaluation process, especially in-country, in line with UN Evaluation Group (UNEG) Norms and Standards www.uneval.org

5.2 Data Collection Methods

The data collection for this evaluation consists of a blended quantitative/qualitative methodology with an emphasis collecting a sufficient variety of types of data from a sufficient range of sources.

Data was obtained from UNESCO/UN-ESCWA staff, and from MoE beneficiaries and stakeholders in Iraq, and any other stakeholders identified as relevant by the implementing partners. Both numerical and descriptive data was collected and reviewed. Some informal meetings with stakeholders complemented formal data collection processes, so as to build on and provide details for information collected formally.

Numerical data includes numbers and gender of beneficiaries to be obtained from project records and MoE sources related to participants in training and capacity development initiatives. It will also include details regarding the establishment, use of and a photo record of the ICT Development Centre (ICTDC) in Baghdad, the five ICT Training Centres (ICTTC) in the governorates, the 10 mobile laptop carts for the ICTTCs, the E-caravan, and the computer facilities set up in each of the 10 pilot schools.

Data collection instruments included structured interview forms, questionnaires and surveys with both Likert-style survey and open-ended questions. Descriptive data includes project narrative reporting, as well as interview/focus group transcripts and responses to open-ended questions posed in the surveys. Copies of the data collection instruments are included in Annex B

Data was obtained through the following general methods:

- **Document review:**

All project documentation provided by UNESCO and UN-ESCWA were reviewed for thoroughness, consistency and reliability. *Please see Annex B: List of documents reviewed.*

- **Data collection forms:**

Data collection forms provided details regarding beneficiaries (number, location, position, gender, etc) to training and capacity building activities and information regarding the operational use of the ICT facilities provided.

- **Focused in-depth interviews**

Focused interviews were used to gather data face-to-face with key staff of the implementing partners, MoE staff, and selected project beneficiaries and stakeholders (for example, principals of the ten pilot schools). The interviews were in the form of a 'directed conversation' and included items of both a closed structure and open-ended questions to allow for flexibility in responses from participants in addition to exploratory probing of key areas of interest by the interviewer. *Please see Annex C: Stakeholders' interviewed.*

Individuals from the following partners and stakeholders were interviewed:

- UN-ESCWA Staff / Beirut, Lebanon
- UNESCO Iraq Office in Amman.
- UNESCO and UN-ESCWA national staff involved in this project.
- MoE / Baghdad
- MoE / Erbil
- Universities, institutes, training centers, benefited schools.
- Beneficiaries (direct and indirect)

- **Focus group sessions**

Focus group interviews were conducted with teachers who completed the blended learning training course at the ICT centers in 2009 and with students who have used the ICT facility for subject classes. The focus groups were facilitated by the trained interviewer on the data collection team in order to ensure that the discussions were clearly related to the evaluation questions and included comments on the application of training/capacity building activities in the workplace. However, focus group participants sometimes motivated each other to share new ideas, ask new questions and make informative comments.

- **Survey questionnaires**

Survey questionnaire formats were developed in order to gather data pertinent to the evaluation questions from each of the relevant beneficiary and stakeholder groups. The surveys include both closed questions such as Likert-style items, as well as open-ended questions to allow for a wider degree of response.

- **Checklist and photo record**

In order to assess the benefits of the extensive physical facilities provided under the project, such as the E-Caravan, the ICT Development Centre in Baghdad, the 5 ICT Training Centres in the selected governorates, the 10 mobile computer laboratories for the ICTTCs and the provision of ICT facilities to support effective ICT learning at the ten pilot schools, the data collection team observed the facilities, completed a checklist regarding equipment and utilization, and provided a photo record of the facility in use. The photo record of the facilities visited is included in Annex E.

- **Field Visits**

As a key part of the data collection for this evaluation, members of the evaluation team stationed in the 5 targeted governorates (Baghdad, Ninewa, Basra, Najaf and Erbil) visited field locations where project activities took place (MoE, training centres, Pilot Schools, ICTDC, ICTTCs, mobile labs, E-caravan), in order to collect data from a wide variety of beneficiaries and stakeholders, and obtain first-hand accounts of the project implementation status. Site visits and observations allow for the grounding and verification of findings, as well as providing the contextual backdrop for any conclusions formed through other data collection.

- **Consultations with UNESCO/UN-ESCWA implementing staff**

Key implementing staff was requested to provide consultations and interviews with the data collection team in order to ensure a balanced approach to the evaluation process, as well as to obtain additional information and clarification regarding project challenges, lessons learned, and the degree to which the planned results were achieved. This process contributed to the evaluation process as participatory and transparent and enabled the data collection team to verify findings and information provided by beneficiaries and stakeholders.

5.3 Evaluation Field Activities

Field activities and interviews with stakeholders and beneficiaries were conducted as follows:

- Consultation interviews with five UNESCO and UN-ESCWA implementing and managing staff. *Please see Annex C: Stakeholders' interviewed - C Table 1*
- Structured interviews with five MoE staff involved in the management and implementation of the ICT in Education Project. *Please see Annex C: Stakeholders' interviewed - C Table 2*
- Structured interviews with 10 MoE staff at the ICT Development Centre (Baghdad) and the ICT Training Centres in the five governorates. *Please see Annex C: Stakeholders' interviewed - C Table 3*
- Structured interviews with seven trainers/staff at MoE ICT staff regarding Awareness Raising Workshop for ICT/ICDL training. *Please see Annex C: Stakeholders' interviewed - C Table 4*
- Structured interviews with members of MoE "Core Teams" *Please see Annex C: Stakeholders' interviewed - C Table 5*
    a) one team trained as training instructors for ICDL (six responses)
    b) one team trained on e-content development and management (23 responses)

- **School Visits—**the data collection field teams visited all ten of the schools included in the Project (two in each governorate: one girls' school and one boys' school). During the school visit, the following activities took place:
    a) Structured interview with principals (10 interviews)
    b) Focus Group discussion with teachers who completed the Blended Learning Training (21 total respondents)
    c) Questionnaire Survey for Teachers using ICT and Blended Learning (and not participating in the focus group) (13 total respondents)
    d) Checklist for School ICT Facility and Photo Record
    e) Student Survey (if students at the school have used the ICT facility in one of their subject courses) (55 total)
    Please see Annex C: Stakeholders' interviewed - C Table 6

Section 6 Evaluation Findings

6.1 Achievements and Results

The implementers met the key outputs presented in the project proposal under the three main project outcomes. The achievements of the project regarding capacity development and specific results vis-à-vis the original indicator-based performance assessment are outlined in Table 10, below.

Table 10: Project Achievements vis-à-vis Original Outputs and Performance Indicators (categories and data taken from UNESCO and ESCWA results Framework and project reports)

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

Outputs	Planned Indicators	Status—Indicators Achieved	Beneficiaries	Comment
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	A final version of the ICT Strategy has been approved by Iraqi counterparts after making amendments to the draft version	*Data on number of staff participating in the development of the strategy is not available and could not be obtained during the evaluation activities and meetings with the project stakeholders and beneficiaries.*	Some training beneficiaries participated in both policy development workshops and a study tour. (MoE have lists for all participants in workshops and study tours)
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 and programmes in the region	A workshop on "ICT in Education Strategy" was organized in Amman on 4-5 August 2010 to present and discuss the revised strategy with Iraqi officials and international experts	**12 MOE participants** 8-MoE Baghdad 4-MoE Kurdistan	The evaluation results shows that one workshop is not enough to raise awareness in this subject, and its recommended by stakeholders interviewed to conduct more training workshops to cover such important education strategy.

Outcome2: (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)

Outputs	Planned Indicators	Status—Achieved Indicators	Beneficiaries	Comments
2.1—The professional development of MoE personnel including teachers, educational supervisors, curriculum developers, and	Training workshops benefiting MoE staff	Training workshops benefiting 1,500 trainees from MoE staff organized in December 2009 as preparatory courses for the ICDL (600 trainees in ICDL	**1,500 MoE staff**	The General Directorate for ICT / Training Department in the MoE organized training workshops

Outputs	Planned Indicators	Status—Achieved Indicators	Beneficiaries	Comments
teacher trainers		with 483 passing the exam and receiving a certification, 520 teachers, and 30+ members of core teams or other specialized training activities from MoE staff in December 2009). UNESCO project documents and MoE project documents didn't show number and location of these workshops.		for 1,500 trainees (600 trainees in ICDL with 483 passing the exam and receiving a certification, 520 teachers, and 30+ members of core teams or other specialized training activities from MoE staff in December 2009. Those workshops considered as preparatory courses for the trainees to develop the understanding of the main concepts of ICT.
2.2—Two core groups selected by MoE: • one group to become training instructors for ICDL; • the second to be trained on e-content development and management in preparation for the establishment of the IDTDC	Number of IDTDC instructors trained Number of instructors attending ICDL courses Number of teachers trained at the 5 ICTC Centres MoE core team for the development and production of e-learning packages	10 ICTDC instructors trained 100 ICTTC instructors attended ICDL courses at the ICTDC 300 teachers trained in the 5 ICTTCs 15 MoE staff trained and starting to produce 5 e-learning packages 9 e-packages produced to cover five subjects Final version of 2 packages for five subjects for grades 9 and 12 produced (math, biology, chemistry, physics and Arabic) Blended learning workshops organized in pilot schools in Karkh, Rasafa, Najaf, Basrah and Ninewa in Nov-Dec 2009 for 520 teachers from 82 schools	**10** **100** **300 teachers** **15 MoE staff** **520 teachers**	Not all of the original participants completed all stages of the training due to transfer within MoE Nominees who replaced original trainees completed only one or two stages. The MoE staff and stakeholders from Kurdistan stated that there were no teachers that completed the blended learning training because it was not offered in Kurdish and the trainees had difficulty with the training materials because they were in Arabic and English and that

Outputs	Planned Indicators	Status—Achieved Indicators	Beneficiaries	Comments
				the curriculum needs to be in Kurdish. None of the teachers in KRG at the pilot schools could complete the ICDL training course because of this language problem.

Outcome 3: (UN-ESCWA) To upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning (Physical Resources Component)

Outputs	Planned Indicators	Status—Achieved Indicators	Beneficiaries	Comments
3.1—ICDL to meet the needs of Iraqi school system	Series of ICDL workshops and CTP (Certified Training Professional Workshops)	Workshops held in Amman, Jordan in November 2008 Accreditation of 17 Iraqi participants by ICDL GCC Foundation in February 2009	**19** workshop participants; **17** participants accredited with the CTP	Follow up is recommended for workshops' participants to identify other training needs on ICDL.
		Training workshop on Automated Testing Software (ATS) for ICDL held in December 2009	MoE staff who will work at the ICTDC and ICTTCs directors of the training and maintenance department. Project document and MoE records didn't show number of workshops or participants.	Follow up is recommended for workshops' participants to identify if they benefited from the training workshops.
3.2—The ICT Development Centre (ICTDC) in Baghdad and five ICT Training Centres (ICTTC) established and made operational		ICTDC/ICTTCs set up and operating Offered ICDL on-line tests for 600 MoE staff with 483 staff passing the exam on the first attempt	**483 MoE staff**	
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)	Ten schools with ICT facilities set up	Ten schools set up with ICT facilities: one school for boys and one school for girls in the following governorates: Baghdad—Basrah—Najaf—Erbil—Nineveh	*Data on the number of pupils who may have benefited not available. And could not be obtained during the evaluation activities and meetings with*	None of the ICT facilities in any of the schools are at present being used by students or teachers to "incorporate ICT into education" .

Outputs	Planned Indicators	Status—Achieved Indicators	Beneficiaries	Comments
			the project stakeholders and beneficiaries.	*please see page 23 for more clarifications*
3.4—Five mobile ICT training labs (E-Caravans) built and mobilized to train teachers in remote areas ***NB***—later changed to only one E-Caravan and 10 computers on wheels mobile laptop carts	One E-Caravan operational and 10 mobile laptop carts in the ICTTCs	E-Caravan created Each ICTTC has 2 mobile laptop carts (total = 10)	*Data on number of beneficiaries from laptop carts not available. And could not be obtained during the evaluation activities and meetings with the project stakeholders and beneficiaries.*	E-Caravan has never been used; it is parked and locked at the ICTTC in Baghdad. *please see page 23 for more clarifications*

Summary of Project Achievements

Outcome 1: To reorient Iraqi education policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (policy component—UNESCO)

Both MoEs in Baghdad and Kurdistan identified members of a working committee that prepared draft strategies during 2009 after attending a policy makers' workshop and going on a study tour to Morocco. These drafts were revised and developed into ICT policy papers. The revised strategy papers were presented and discussed with Iraqi MoE officials in August 2010; the Iraqi counterparts made amendments and then approved the final version. The evaluation team confirmed that the ICT policy is now completed and project stakeholders need to ensure that the new policy is being implemented.

Outcome 2: To build sustainable capacity in the MoE to develop ICT-based curriculum, instruction, learning and assessment (Human Resources Development component—UNESCO)

Two core teams were identified by MoE and sent for training: one team was trained on e-content development and management; the second team was trained to become training instructors for ICDL trainers. Workshops for the first group of 21 participants included E-Content Training, Blended Learning Workshop and E-Learning Workshops (3 stages). The workshop deliverables included two e-learning packages for five subjects (physics, chemistry, biology, mathematics and Arabic) covering part of the curriculum of grades 9 and 12. Final versions of the packages were received in January 2010. The second team of 22 participants completed the ICDL and Certified Training Professional (CTP) workshop. Since then, they have since trained 100 ICDL trainers able to teach the ICDL course through the ICTDC and the five ICTTCs.

Professional development for MoE staff included IT training workshops organized by the Training Department of the General Directorate for ICT for 1,500 MoE staff. These workshops introduced trainees to the main concepts of IT and prepared them for ICDL training in. The trainers were from the second core team of Certified Training Professionals in ECDL.

Outcome 3: Upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning (physical resources component—UN-ESCWA)

One ICT Development Centre (Baghdad) and five ICT Training Centers in five governorates were established and made operational, including training of the management and technical staff needed to operate the ICT Centers. The Centers all received accreditation from the ICDL GCC Foundation and have provided on-line IDCL tests for 600 MoE staff, 483 of whom passed the exam on the first attempt.

Ten pilot schools were identified in the five governorates (one girls' school and one boys' school in each governorate) and were equipped with up-to-date ICT lab facilities in order to lead the incorporation of "ICT in Education"

One mobile ICT training laboratory (E-Caravan) and 10 laptop computer on wheels (COW) carts were created to train teachers in remote areas of the five governorates. Each ICT Training Centre has two mobile laptop carts.

Present Status

The six ICT Centres have been successful in their operation and training of MoE staff and teachers in ICDL and a variety of other IT courses. To date, 68 ICT training activities have been offered at the six ICT Centres since they became operational. Data available from four (Baghdad ICTDC, Baghdad ICTTC, Basrah ICTTC, Erbil ICTTC) of the Centers show that nearly 500 participants have completed IT training courses. All of the Centers offer continuous training activities, except Erbil which offers training only in summer.

No further e-content curriculum materials or e-learning packages for other grade levels or subjects have been developed.

The ten pilot schools, despite receiving modern, up-to-date ICT facilities as part of the project outputs, have not fully succeed in integrating ICT into teaching and learning as the students and teachers didn't use the ICT facilities on a regular basis; the ICT labs were operational in only three of the ten schools during the 2009-2010 school years (al Sajidat School for Girls-Najaf; al Shams Secondary for Girls-Mosul; Dar al Salam Secondary for Boys-Mosul). However at the present time; it was confirmed by the evaluation results that some of the ICT labs is being used by DoE for staff training not related to this project (Al Fadhela School for girls in Baghdad and in al Shams Secondary for girls in Mosul), other labs are being used for computer lessons, other factors effecting the use of ICT labs properly is the teachers transfer to other schools (teachers trained under this project).

In addition, the fully-equipped E-Caravan has never been used. It is locked and parked at the Baghdad ICT Training Centre. The mobile computer laptop carts are being used to various degrees in the different ICT Centers, ranging from not being used at all to fully integrate into Centre training activities. However, none of the carts has been mobilized to train teachers in remote areas as originally intended in project output 3.4. This is due to lack of follow up and supervision by MoE who should encourage the use of E-Caravan and provide the necessary training for new employees. See Table 14 page 35 for comments on the use of the mobile laptop carts in each of the Centers

It should be noted that UNESCO and UN-ESCWA were responsible for providing the training and human resources development activities and the physical resources to make modern ICT facilities available at the six Centres, in the ten pilot schools and to provide an E-Caravan unit. MoE has responsibility for maximizing use and maintaining these facilities and for integrating ICT into education in Iraq through their effective utilization.

6.2 Feedback and quotes from Stakeholders

Data were collected from key project stakeholders and from project beneficiaries in the form of structured interviews (MoE staff, school principals, ICT Centre Directors) and focus group discussions and survey questionnaires (teachers, students, core team members). A summary of feedback includes the following:

From MoE Staff involved with project management and implementation:

Positive comments include:

- Project results promote the use of computers in the learning process and will greatly benefit the students.
- ICDL training has increased the positive attitude among staff about using ICT.
- This project directly addresses capacity development of MoE by training staff and encouraging them to develop their abilities
- The international certification of the ICDL is a good motivation for MoE staff.

Problems identified:

- In General ICT Centers lack internet service and this need to be solved to ensure best benefits.
- Funds need to be allocated to ensure proper maintenance plan for the lab room and equipments.
- The number of computers at the ICT Centre is insufficient
- The ICDL certificates haven't been delivered to many of the trainees who successfully completed this training
- MoE should use this new ICT technology as part of the yearly training programs.
- Training materials needs to be developed in Kurdish to meet teachers and students requirements in KRG

From principals and teachers interviewed from the ten pilot schools chosen by MoE:

Positive comments include:

- This project has encouraged teachers to learn and use new ICT skills
- Teachers who completed the ICDL exam have received an international certification
- The students who used the computers in their subject classes were very interested and learned quickly
- Students understood the teaching materials in the lab very quickly, in less time that only in the classroom
- Parents were very pleased when the students were using the ICT lab in 2009 and they ask that more teaching using computers

- Teachers benefited from the Blended Learning workshop.
- The students became more interested in the subjects when they used the ICT lab
- Training in how to use computers makes it easier to prepare lesson plans and to keep records of the students' grades

Problems

- The ICT lab has not been used at all by the students or the teachers (seven schools) for the following reasons:
    1. Lab room is being used for a different purpose (storage room and classroom).
    2. ICT subject is being presented to students as theoretical subject without practical training in ICT facilities.
    3. Staff turnover in the schools which resulted in lack of trained teachers on ICT
- The DoE is using the ICT labs for DoE staff training, teachers and students at the benefited schools are not being able to use the lab (Baghdad al Fadhela school for girls; Basrah al Kifah school for boys)
- The DoE has not given the permission to use the ICT lab (both Mosul schools)
- The ceiling of ICT lab was damaged and needs urgent repair (Saif al Dawla school for boys in Baghdad)
- Funds need to be allocated to perform regular maintenance the equipments.
- Unstable electricity voltage affects negatively the use of computers and shortens the equipments life and efficiency.
- Students use the ICT facility for computer class only, not in their other subjects such as math and other scientific subjects.
- ICT facility are not in use sicne some schools became a centralized school with only grade 12 and this grade doesn't had a computer class (both schools in Najaf)
- Teachers from Kurdinstan who participated in the Blended Learning workshop couldn't complete the course because it was in the Arabic language and they don't speak Arabic.

From students in the pilot schools with ICT facilities (responses from students in five schools only)

Positive aspects include:

- The subjects are more interesting with some of the material on the computer
- More subjects should be covered through blended learning
- By using ICT students understand the teaching materials faster

Problems encountered:

- More computers are required to meet students' numbers and needs.

From ICT Facility Managers and Trainers

Positive aspects include:

- MoE staff and teachers benefit from the ICDL training and have a positive attitude towards computers after the course

- MoE staff at Centers received very good training in managing and maintaining the Centers
- The trainees give good evaluations to the training courses and ask if there are other courses that they can take

Problems encountered:

- More support is required from MoE with maintenance of equipment
- More computers are needed at each training center to meet the training demands.
- Poor internet connections (all Centers mentioned this)
- Maintenance and replacement of equipment is too slow and needs to be faster
- The E-Caravan hasn't been used till now

6.3 ICT Training Workshops and Related Activities

The following ICT training workshops and related activities were organized by UNESCO and UN-ESCWA within the framework of the project

Table 11: ICT Training Workshops and ICT Activities

Workshop Title	Date	Purpose	Location	Beneficiaries	Comments
E-Content Training	23 Nov to 5 Dec 2007	Develop capacity of MoE staff in E-Content design for teaching and learning	Amman, Jordan	14 MoE staff from Baghdad; 7 educational advisors and 7 IT specialists 7 female 7 male	
Study Tour and Policy Makers Workshop	3 to 15 Dec 2007	Provide participants with knowledge, skills and expertise to develop ICT in education policy by viewing the Moroccan school environment using ICt in learning and teaching Produce draft policies and strategies for the introduction of ICT in education	Rabat, Morocco	10 MoE staff 6 male 4 female	
E-Library Training Workshop	10 to 19 Sept 2007	Response to MoE request to improve competencies in managing school library information resources	Amman, Jordan	12 MoE staff 8 male 4 female	
E-Library Manual Workshop	12 to 16 June 2008	Develop a school library manual related to integrating ICT in managing school libraries	Amman, Jordan	3 participants 3 male	
Blended Learning Workshop	18-29 June	Provide a comprehensive view of blended learning, develop skills in blended learning for teaching-learning, and discuss contents of blended learning programmes	Al Balqaa University, Jordan	14 MoE participants; 11 MoE Baghdad 3 MoE	

Workshop Title	Date	Purpose	Location	Beneficiaries	Comments
				Kurdistan 11 male 3 female	
E-Learning Workshops: 3 Phases	13-25 June 2009	Train subject experts to develop educational materials for e-learning and to introduce 'best practice' pedagogies in the five selected subjects (Physics, Biology, Chemistry, Mathematics and Arabic); Draft versions of the e-learning packages	Amman, Jordan	21 participants 16 MoE-Baghdad and 5 MoE Kurdistan 17 male 4 female	Not all of the original participants completed the three stages as they were transferred to other departments
ICDL and CTP Training	22-28 November 2008	Establish ICDL programme as the standard for basic digital literacy; prepare participants as ICDL trainers	University of Jordan, Amman	19 participants 16 MoE Baghdad 3 MoE Kurdistan 11male 8 female	17 participants certified as ICDL CTPs
ICT Strategy Workshop	4-5 Aug 2010	Present and discuss the revised ICT in Education strategy; revise and adopt final version for presentation to MoE	Amman, Jordan	12 participants 8 MoE Baghdad 4 MoE Kurdistan 9male 3 female	
Workshop on Introduction to ICT for MoE Staff	Various	Introduce MoE staff to main concepts of IT in preparation for ICDL training	Various	1500 MoE staff	
Automated Testing Software for ICDL Workshop	13-14 Dec 2009	Train staff of ICTDC and ICTTCs on the set-up of the ATS software at the centres, and on how to enter data and get test results	Baghdad		
ICDL training/testing centres provide on-line tests		600 MoE staff took the on-line ICDL test, with 483 passing the exam on the first try	Six ICT centres	600 MoE staff	
5 Blended Learning Workshops	Nov-Dec 2009	Introduce e-packages developed for blended learning in the classroom	Pilot schools in five governorates	520 teachers	
Training on Windows Server 2003	No dates	MoE staff to learn how to install and administer Windows Server 2003	Baghdad	9 MoE staff 3 female 6 male	
E-Caravan Training	No dates	Training on operating and managing the E-Caravan		3 MoE staff 2 female 1 male	E-Caravan has never been

Workshop Title	Date	Purpose	Location	Beneficiaries	Comments
					operational
Training on Designing Training Centres	No dates	Train MoE staff on how to design and set up the ICT Training Centres	Baghdad	7 MoE staff 2 female 5 male	
Final Coordination Program	8 to 10 Dec 2010	MoE staff coordination for ICT	Beirut, Lebanon	31 MoE staff 10 female 21 male	

6.4 Efficiency

The project outputs were all delayed and the project was extended several times, along with relevant budget revisions. The original end date of October 2008 was revised to April 2009 and then again till December 2009. An additional extension was granted to 31 July 2010 with a revised the date of 31 March 2011. An important factor in the delays was the turnover in staff and MoE, and also communication with MoE Baghdad was not productive for a period of two months. In addition, changes in program management, delays in identifying and nominating appropriate MoE staff for training, difficulties in identifying appropriate training locations, lengthy procedures within MoE for the allocation of funds, and delays in the processing of customs exemption documents all contributed to the delay in the delivery of project outputs. The evaluation results shows that by the end of the project not all target results related to the outcomes had been fully achieved.

The activities and outputs were delivered with an appropriate level of resources needed to maintain good quality and to meet the agreed-upon number of training activities. The MoE stakeholders interviewed agreed that the amount of resources allocated could not have been reduced while maintaining a good standard of quality in refurbishing sites for ICT Centres and providing appropriate IT equipment.

UNESCO and UN-ESCWA effectively supported delivery of the required outputs through their organizational structure, managerial support and coordination mechanisms. Both organizations had project coordinators to liaise with MoE Baghdad and to take responsibility for monitoring. Changes in program implementation reflected flexibility in meeting requests from the MoE, for example, workshops on e-library training and on developing an e-library manual related to integrating ICT in school libraries. A series of two-day coordination meetings were held (July 2007, November 2007, February 2008, and June 2008) and included participants from UNESCO, UN-ESCWA and MoE Baghdad and MoE Kurdistan. These meetings entailed a regular review of the overall project plan, a review of the project components, the status the selection of locations for ICT Centres and pilot schools and ordering, and delivery of equipment. Issues related to communications, challenges to project implementation, identification of participants for training activities, and strategies for introducing ICT into the MoE were also addressed.

Both implementers had active project monitors who coordinated regularly with MoE counterparts in Baghdad and the pilot governorates and visited the field to evaluate potential sites for ICT centres and possible pilot schools.

6.5 Effectiveness

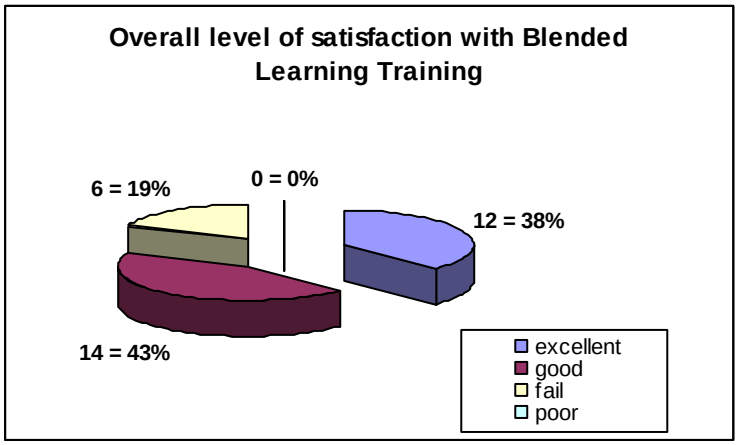
Excellent progress has been made toward the achievement of the expected outcomes and results. See Table 10 for a list of the project achievements vis-à-vis the original project outputs and the performance indicators. These achievements are the result of the ongoing efforts and coordination among UNESCO, UN-ESCWA and MoE Baghdad and Kurdistan and the attention to the resolution of problems in a collaborative manner. Cooperation among all of the key stakeholders facilitated the achievement of the project outcomes.

Beneficiaries indicate a high level of satisfaction with the training activities. 32 teachers participated in a focus group discussion or completed a survey questionnaire on the Blended Learning Workshop. A summary of the results of the workshop ratings is presented below.

Table 12: Summary of Results of Teachers' Rating of Training Activities (N = 32)

Please rate the following elements of the training course	**Excellent**	**Good**	**Fair**	**Poor**
1. CONTENT (ideas and training topics)	12	17	3	0
	38%	**53%**	**9%**	
2. TRAINING MATERIALS that were used	9	20	3	0
	28%	**63%**	**9%**	
3. FORMAT (learning activities used, level of participation, hands-on activities, etc)	5	16	11	0
	16%	**50%**	**34%**	
4. TRAINER	20	7	5	0
	63%	**22%**	**15%**	
5. Your preparation to use the ICT facilities at you school	8	14	10	0
	25%	**44%**	**31%**	
6. Your preparation to use e-content in teaching your subject	1	12	17	2
	3%	**38%**	**53%**	**6%**
7. OVERALL level of satisfaction	12	14	6	0
	37%	**44%**	**19%**	

Figure 1: Blended Learning Workshop: Level of Satisfaction



Participants rated the content and the training materials most highly, but felt that their level of preparation to use e-content in teaching was only 'fair' or 'good'.

Trainers who completed the ICDL TOT also rated their training positively in interviews and the managers of the ICT facilities gave positive feedback regarding beneficiaries' ratings of the ICDL training. Participants surveyed who took the MoE ICT Awareness Raising Workshops rated them as either 'excellent' or 'good' and all respondents asked for more training or for a place in an ICDL training course.

However (as stated in outcome 2 table, page 20) , the MoE staff from Kurdistan and the principals at the two pilot schools in Erbil stated that there were no teachers that completed the blended learning training because it was not offered in Kurdish. Mr Zuhair, manager of the ICTTC in Erbil said that the trainees had difficulty with the training materials because they were in Arabic and English and that the curriculum needs to be in Kurdish. Blended learning activities were not offered in the two Erbil pilot schools because the teachers couldn't use the materials. In addition, none of the teachers at the pilot schools could complete the ICDL training course because of this language problem.

The majority of MoE stakeholders felt that the project activities had been cost effective, and did not feel that the results could have been achieved at lower cost by using a different approach or adopting different delivery mechanisms. However, the director of the computer department in Basrah felt that the outcomes could have been better with regard to costs.

UNESCO and UN-ESCWA as well as MoE had monitoring mechanisms in place and the project monitors coordinated regularly, for UNESCO, Mr Omar al Ajeel, for UN-ESCWA Mr Amer al Timemi and for MoE Ms Hanna al Hamidi, the coordinator of GCC. They communicated regularly through email, telephone and meetings. The monitoring arrangements had to address very challenging issues related to security of sites and the quality of refurbishment of sites to meet the necessary specifications for IT facilities. Monitoring mechanisms included telephone communication, regular site visits, regular administrative meetings, and a photo and video record of work in progress on various sites. The directors of the DoE governorate computer

departments also monitored the refurbishment and upgrading of the ICT Training Centres and the IT training courses.

The project and its components addressed the underlying issue of the lack of effective or relevant ICT use and integration into education in Iraq. It had to address the almost complete lack of experience in Iraq in using computers in any aspect of education, as well as a lack of IT training facilities and courses. The pilot project adopted a holistic approach of developing an "ICT in Education" policy strategy that was realistic and pragmatic and focused on components that would build sustainable capacity in the Iraqi MoE, and improve ICT literacy and skills of MoE staff, teachers and students. It did this by incorporating policy development, building ICT training facilities, training ICT/ICDL trainers, and beginning the development of e-learning packages for science/math/Arabic curriculum in grades 9 and 12. An accompanying of MoE staff and teacher professional development ensured that the MOE build capacity in ICT in a wide variety of areas.

The project results contributed to an improved access to computer training facilities and relevant training programs for MoE staff and teachers. The six ICT Centres ensured that MoE staff and teachers had access to modern, well-equipped IT training facilities with relevant IT training courses and competent trainers. Although the project was intended to also benefit students and facilitate improved classroom teaching through the use of blended learning and e-content packages, none of the ten ICT facilities provided for the pilot schools is at present being used to the benefit of students.

The project engaged actively with stakeholders and beneficiaries right from the initial planning stages. The pilot project was designed with MoE counterparts to provide the basic infrastructure and training necessary to enable a large staff to begin using ICT in order to upgrade and improve the Iraqi education system. MoE chose the locations for the six ICT centres, in consultation with UN-ESCWA and UNESCO and also chose the pilot governorates and the ten pilot schools to be equipped with modern ICT facilities.

Four two-day coordination meetings were held in 2007 and 2008 to ensure that project planning and implementation were well-coordinated among the key stakeholders. This also provided an arena to discuss and resolve problems and challenges that arose as implementation progressed. MoE staff was involved in setting up and managing the six ICT centers and staff trained to provide ICDL training and to develop e-content packages for five subjects in two grades. DoE managers of computer departments were actively involved in developing the ICT Training Centres in the governorates and in monitoring the ICT training of MoE staff and teachers.

6.6 Relevance

The project objectives clearly addressed the identified needs of the target groups. The Iraqi MoE was lacking in ICT capacity and clearly needed to improve ICT literacy and skills of MoE staff, teachers and students. ICT facilities and training courses were not adequate, and most teachers have either very little or no ICT literacy and are thus ill-suited to help create a new generation of ICT-literate students. The project objectives included:

- a coherent "ICT in Education" policy objectives and strategies;

- the establishment of an ICT Development Centre and five well-equipped ICT Training Centres with mobile laboratories in five governorates;
- creating ten pilot schools with modern ICT facilities;
- create one E-Caravan;
- training core teams in e-content development and IDCL trainer training; and
- training MoE staff and teachers in ICDL, CTP, and blended learning

These clearly address the identified needs of the MoE target groups of staff, teachers and students.

The project activities addressed the problems identified as follows:

Table 13: Activities Related to Addressing MoE ICT Problems

Problem	Activities
Need for an "ICT in Education" policy and strategy in MoE	MoEs in Baghdad and Kurdistan developed draft strategies for integrating ICT in education ICT Strategy workshop to present revised ICT in education strategy documents Final version developed and approved
Need for ICT training facilities for MoE staff and teachers	Set up and equip one ICT Development Centre in Baghdad Set up five ICT Training Centres (one in each pilot governorate) Train MoE staff to manage the ICT Centres Build one E-Caravan
Need for ICT facilities at the school level	Equip 10 pilot schools (two in each pilot governorate) with a modern ICT facility
Need for MoE staff trained in e-content; need for qualified ICDL trainers	Training programs for core team in development of e-content packages Training programs for ICDL Certified Training Professionals
Need for MoE staff and teachers to improve computer skills and become familiar with blended learning techniques	Train 1500 MoE staff in introductory ICT course Train 600 staff in ICDL (483 passed exam) Train 520 teachers on blended learning techniques and use of e-content packages developed by core team

The pilot project has addressed the underlying development issues of the critical need to build sustainable capacity in the Iraqi MoE by developing and integrating ICT in Education. This included the need to improve the ICT literacy and skills of MoE staff at various levels, of teachers and of students, as well as to begin to integrate e-learning into the Iraqi curriculum through the development and use of e-packages and blended learning activities based on the Iraqi curriculum. The MoE has an urgent need for basic ICT training for its staff and for modern, well-equipped training facilities with competent Certified Training Professionals.

The pilot project B1-26 tailored its strategies to respond to these underlying needs by including components that focused on ICT policy development, creation of modern ICT training facilities, developing a cadre of trained professionals in e-content development and in ICDL trainer training, and by designing and delivering a series of training courses for MoE staff and teachers. Its goals are reflective of the National Development Strategy (2005-2007) section on Education with its emphasis on ensuring minimal quality standards of teaching and learning and providing

adequate equipment to all schools in order to improve the quality of life. Project objectives were in line with the national priority of making the education system comparable with more advanced countries in the region and in the world.

It contributed to local and national needs and priorities by enhancing the ICT skills and capacity of MoE staff, teachers and principals so that they can foster greater ICT literacy among students. This is vital to the renewal of Iraq's education system and for the creation of a skilled workforce capable of using modern ICT programs and equipment since ICT is now one of the basic building blocks of modern society. Most countries now regard understanding ICT and mastering its basic skills and concepts as a part of a core education, along with reading, writing and numeracy.

The direction of future programs should be focused on ensuring that "trainees match the training course" in order that time and training resources are not wasted. More effective identification of appropriate training participants will improve training results. In addition, students in the pilot schools have not benefited to the extent envisioned in the project outcomes. In only four of the pilot schools were students able to use the ICT facility as planned in their subject curricula of biology, chemistry, mathematics or physics, and that was for only one year—2009 to 2010. In Mosul the al Sham Secondary School for Girls and the Dar al Salam Secondary School for Boys used the ICT facilities and blended learning activities during the 2009-2010 school year. But in 2010 neither school has allowed students or teachers to use the ICT facility "because there is no instruction from the DoE to use it" (information from structured interview with school principals). None of the other schools has integrated the ICT facility into classroom teaching and blended learning with students. In two of the girls' schools, one in Baghdad (al Fadhela School for Girls) and one in Mosul (al Sham Secondary School for Girls) the DoE has taken over the ICT facility for staff training and students are not allowed to use it, contrary to goal of output 3.3 which is "Ten schools for leading the incorporation of 'ICT in Education' into the Iraqi school curriculum". This can hardly begin to take place if the pilot schools' new ICT facilities have been appropriated by the DoE for staff trainings.

6.7 Impact

Impact refers to the ways in which a project has achieved a meaningful influence overall on its intended beneficiaries, and in particular, the ultimate beneficiaries. In the case of project B1-26, the anticipated impact is best understood through the Project Development Goal:
"To build sustainable capacity in Iraqi MoE for the continuing quality improvement of curriculum, instruction, learning and assessment, focusing on Information and Communication Technologies (ICT) as a transforming and integrating force, which will help the MoE cope with the developments in ICT and prepare teachers and eventually students to play full roles in developing their society and to contribute to a knowledge nation."

Essentially, this goal outlines a significant enhancement in the institutional capacity of the MoE to leverage the power of ICT to affect overall improvements in the education system. The project structure provided a means to achieve this goal through complementary interventions in the development of human resources, policy directions, physical infrastructure, and material resources. While highly ambitious, the design was well-formulated in relation to its goal, and

included a logical results chain in which the planned outputs of would to aggregate towards the achievement of intermediate outcomes, ultimately providing the coherent thrust required to achieve the intended impact.

As outlined in sections 6.1 to 6.5, all of the project outputs were delivered by the implementing agencies, but with varying degrees of effectiveness. While the evaluation team noted a number of qualitative shortcomings in the output achievements (see Table 10), such as the insufficiency of some training activities, these issues were not in themselves enough to derail the results chain. This is to say, while the immediate results of the project may not have been perfect, they nonetheless provided the necessary contribution to the project's overall goal. However, despite the achievement of these immediate results, the intended results aggregation did not take place.

The results chain broke down substantially on the side of the direct beneficiaries. Section 6.1 details the extent to which the project's immediate results have been leveraged and sustained to date by the MoE, and in almost every instance, the intended ongoing benefits have not been realized. Immediate results were delivered, but the further work required in order for results aggregation to occur did not take place. One of three things has occurred with each of the outputs, either: (i) the recipient has taken up the immediate results and carried them forward in a very limited manner (i.e., limited replication of training/dissemination of knowledge, limited use of equipment provided); (ii) the recipient has taken up the immediate results and used them in a manner different from that which had been anticipated (i.e., use of ICT labs for training of staff, rather than teach and student use); (iii) the recipient has not taken up the immediate results in a meaningful manner (i.e., languishing of the E-Caravan). The details supporting this conclusion are presented systematically in Table 10 above, and each of the eight outputs fits into at least one of these three categories. The commonality is that in each case, the immediate results have been delivered, but there has been a failure to leverage those results in the intended manner in order to continue the benefits to the target beneficiaries, or to contribute to the overall results chain.

Despite these shortcomings in relation to the intended impact of the project, it would be incorrect to conclude that *no* impact has been achieved. Certainly, the ICT in Education project has contributed substantially to a general raised awareness and profile of ICT within the MoE. In addition, the MoE's institutional capacity around leveraging ICT to improve education has also been improved in meaningful ways. There is also a trickling down effect whereby those individuals with knew knowledge and skills can influence and support others as well, contributing to a subtle shift towards a more technological society. These are important contributions to the development of modern education in Iraq. The question raised by this evaluation, however, is whether this impact is sufficient in light of the overall investment, from both sides, in the project.

The project legacy, at this stage, remains largely one of potential and opportunity, rather than tangible results. Material infrastructure and equipment have been provided, along with training, and support for the development of policy directions—as envisaged in the original project design. However, these contributions have not yet been activated in the intended manner. The potential benefits of these successes have not yet been achieved. However, with these immediate results in place, there remains an opportunity for the MoE to engage with ICT in a more dedicated manner and reap their benefit. Time is limited for this, as these immediate results will

rapidly erode over time, as equipment ages, policies and knowledge become outdated, and those involved in the project transfer to other posts. Ultimately, the sustainability of the project is at risk alongside its impact.

6.8 Sustainability

The development and adoption of an "ICT in Education" policy by MoE has shown its sustainability by being included as a part of the overall MoE strategy for the future. This can provide a solid foundation for future achievements in integrating ICT into education at all levels.

Only some of the pilot project activities seem to be sustainable after the cessation of UNESCO and UN-ESCWA support. The most successful and sustainable aspects of the project are ongoing use of the ICTCD and five ICTTCs for ICT training, and continued training in ICDL and other IT areas. Both teachers and MoE staff continue to benefit from the ICT Centres' facilities and the training courses. Table 14, below, shows the status of activities at the ICT Centres since they became operational to present, with only two Centres having problems with maintenance.

Table 14: Data on ICT Centres

Location	**# of Training Courses**	**Beneficiaries**			**Problems with Maintenance**	**Status of Mobile Laptop Carts = 10 carts—2 in each ICTTC**
		Female	**Male**	**Total**		
Baghdad ICT DC	8	45	39	84	Yes	
Baghdad ICT TC	8	38	22	60	No	Being used for training
Basrah ICT TC	10	57	39	96	No	Being used for training
Najaf ICT TC	24	No data	No data	No data	No	Not used for training—no space; in storage at DoE
Mosul ICT TC	16	No data	No data	No data	Yes	Not used for training; difficult to transport ; don't know how to use them
Erbil ICT TC	2 (training in summer only)	137	113	250	No	Carts at the centre but they are not used; sometimes given to teachers to use at home
		277	**213**	**490**		
		(57%)	***(43%)***			

Data obtained from four of the ICT Centres show that total of 490 (277 females and 213 males) teachers and MoE staff have benefited from using the ICT Centres and training since they became operational and all of the Centres except Erbil reported that a training course was being held during the field visit of the data collectors. No data on the number or gender of beneficiaries were available from Najaf or Mosul ICTTCs. All of the courses were either ICDL or ICDL prep, with the Baghdad ICTDC also offering internet training, with a workshop for using smart boards scheduled for the following week.

However, other activities seem to be less sustainable. There are no data regarding continued development of e-content and e-learning packages for other grade levels or other subjects for use in integrating ICT into Iraqi classrooms. None of the pilot schools is at present using the ICT facility installed by the project for the benefit of students in

beginning the introduction of ICT and blended learning into grades 9 and 12 science/math classes. The E-Caravan is locked and parked near the ITCTC Centre in Bagdad and has never been operational much less used for training teachers in remote areas; E-Caravan are being used in two of the ICTTCs but for in-house training rather than training teachers in remote areas.

In Kurdistan, stakeholders report that they are unable to benefit from most of the training activities, including ICDL, because of language difficulties with Arabic and English. Very few of the Kurdish teachers were able to complete the training activities or the blended learning workshops. This problem will need to be addressed in the design of future similar projects.

Since the end of the B1-26 Project (March 21 2011), five of the ICT Centres have continued to function and to offer ongoing training. Only Erbil is not using the ICTTC for ongoing training as the facility manager, Mr Zuhair Abd Allah, stated that all of the courses are held on the summer holiday so as not to conflict with teacher workloads at school.

Five of the Centres reported that the ICT facility is available for MoE staff and teachers only; staff from other ministries and members of the community are not included in the training activities and the Centre does not offer courses on a 'for profit' basis. The manager of the Erbil ICTTC indicated that the Centre was available for training staff from other ministries and members of the community, but he could provide no explanation or supporting examples of this. The project has been supported by MoE Baghdad/MoE Kurdistan and by the DoEs in the governorate. There has been no support by local institutions or any integration with local social and cultural conditions.

The MoE is responsible for the upkeep, repair, replacement of equipment and the provision of supplies for the six ICT Centres and four of the facility managers did not identify any problems with MoE regarding maintenance or the provision of supplies. The facility manager of the Baghdad ICTDC said that the Centre needed more support from MoE and that they have had problems with maintenance or replacement of equipment. The facility manager in Mosul also said that there have been delays in the replacement of equipment and that maintenance issues need to be resolved more quickly. All of the Centres mentioned problems with intermittent power or electricity outages. Each ICT Centre is responsible for planning and offering relevant IT training, in cooperation with the local DoE.

Principals of the ten pilot schools almost all identified problems with maintaining, servicing and adequately staffing the ICT facility that was installed by the project, as well as problems with electricity. One school indicated storm damage to the ceiling of the lab that was still not fixed and cited this as the reason that the lab was closed last year. At present, none of the pilot school ICT facilities is being used to benefit students.

Perhaps the least sustainable element of the pilot project has been the E-Caravan. This has never been operational and is parked near the Baghdad ICTTC. The Caravan manager said that the Caravan has never been used because there is no staff assigned to work in the facility. This is the responsibility of MoE and although three MoE staff has received training on operating and managing the E-Caravan (one administrative assistant, one trainer and one technical expert) none of them has been assigned to work there.

Knowledge transfer from those who were trained as ICDL Certified Training Professionals (CTP) and who, as training instructors, has increased the competencies of MoE staff. The 10 IDCL master trainers in turn trained 100 ICDL trainers qualified to teach the ICDL course. Each of the six ICT Centres now has a minimum of 10-15 competent ICDL trainers. 1500 MoE staff have benefited from the introduction to ICT workshop which was offered in late 2009, and 600 MoE staff have taken the ICDL training with 483 passing the certification exam to date. This upgrading of skills and knowledge has clearly increased MoE staff competencies. The training of a cadre of experts in e-content development seems to have had less of an impact as it is not clear that the work on developing e-learning packages for various grade levels and subjects is continuing. However, 520 teachers benefited from a Blended Learning Workshop and this training was used by many of the teachers in the pilot schools to introduce blended learning into their classes in 2009-2010.

The MoE has planned to duplicate the ICT Training Centres in other locations and has allocated a budget to build and operate 20 more ICT Centres according to the same standards and specifications as the Centres built by UN-ESCWA. "Lessons learned" and recommendations from this project would be of great benefit in the planning of future ICT Centres in other governorates.

A major challenge to successful project implementation of the ICT in Education project in Iraq has been the security issue. From the beginning of the project this issue was addressed by all major stakeholders. Some delays were caused due to the length of time it took to identify and evaluate sites for ICT Centres as secure locations. Pilot schools also had to be located in secure areas. Security concerns had to be factored in when planning for training courses. A main reason for not putting the E-Caravan into service has been the security issue of the Caravan traveling to small towns outside urban areas to carry out training for teachers located there. Project monitors faced risks when traveling to the pilot governorates to visit field sites and monitor implementation of project activities.

A high level of cooperation between UNESCO and UN-ESCWA and with MoE regarding security issues was essential to successful implementation of the project activities. In addition, a realistic evaluation of ongoing progress to continuously assess the security risks was a successful risk mitigation strategy. For example, the original plan for five E-Caravans (based on the success of the E-Caravan in Lebanon) was changed to only one Caravan plus mobile laptop carts for the ICTTCs when it became clear that security problems would affect the movements of the Caravans and possibly endanger Caravan staff. Flexibility in the face of delays and security problems provided sensible and successful measures for risk mitigation.

6.9 Realization of Development Results

Specific benefits to different groups have included: both male and female MoE staff benefiting from a greater level of awareness and skills development in ICT (Introduction to ICT workshops and ICDL training); male and female teachers participating in workshops on Blended Learning; grade 9 and grade 12 students in the ten pilot schools (5 girls' schools and 5 boys' schools) benefited from the introduction of e-content and initial experiences with blended learning into their science and math classes. Most Iraqis would be considered "marginalized" technologically so that the opportunity for all of the trainees to build competencies in ICT provided them with a 'window' into the modern world of IT and internet access.

The project activities contributed to both the national priorities as identified in the Iraq National Development Strategy ("Improving the Quality of Life—Education") and also the Millennium Development Goals (MGDs) through enhancing the quality of education at various levels of schooling. The project fits well within the framework of the MDGs as it aims at reducing poverty by enhancing the quality of education which can lead to employment opportunities and income generation (MDG 1 target 1), including widening employment opportunities to youth (MDG 8 target 16) and ensuring access to skills in new technologies in partnership with the private sector (NDG 8 target 18). The project also supports the achievement of main "Education for All" goal: progress toward better quality education.

6.10 Gender Balance

Gender equality is a very important issue in all aspects of development today, and this is reflected in Goal 3 of the MDGs: *Promote gender equality and empower women.* Therefore project activities should reflect an overall strategy to incorporate gender equality in all stages of the project so as to achieve parity between male and female beneficiaries to those activities.

Data are not available on the gender breakdown of beneficiaries to all of the training activities; Table 11 contains as much of this information as was available to the evaluators, and Table 14 shows the data available regarding gender breakdown on training offered at four of the ICT Centres since they became operational.

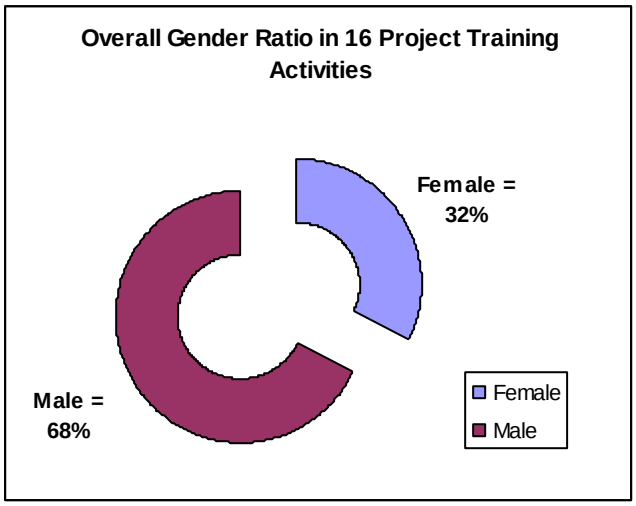
Data on gender breakdown for the ICT training workshops and activities organized and held outside of IRAQ by UNESCO and UN-ESCWA (16 from a total of 20 training activities and 155 from a total of 2775 trainees). Table --- shows the gender ratio between male and female participants.

Table15: Gender Ratio between Training Participants

Number of training activities	Number of female participants	Number of male participants	Total number
16	50	105	155
	32%	***68%***	***100%***

Female participants constituted less that one-third of the beneficiaries to the training activities, as shown in Figure 2, below:

Figure 2: Overall Gender Ratio in 16 Project Activities



No data on gender breakdown is available for 2 other major training courses that were conducted inside Iraq, nor for the 600 participants who took the ICDL test, with 483 passing the exam and receiving certification. Table --- shows those numbers.

Table 16: Participants in Other Training Activities

Name of Training Activity	**Total number of participants**
On-line testing activity for ICDL certification	600
Workshop on Introduction to ICT for MoE Staff	1500
5 Blended Learning Workshops	520
total:	***2620***

One training activity, a training workshop on the Automated Testing Software for ICDL was held for the technical and administrative staff responsible for operating the ICTDC in Baghdad and the ICTTCs in Baghdad, Basrah, Ninewa and Najaf, in addition to the directors of the training and maintenance department. No data are available showing the total number of trainees that completed this training activity.

The gender balance in the 16 sample training activities for which gender data are available does not show parity; males constituted more than two-thirds of the beneficiaries with females making up just 32% of the participants. It would be informative to know the gender balance of the 483 successful candidates who passed the ICDL test, the gender ratio of the 1500 MoE staff in the introductory ICT workshop and of the 520 teachers who completed the blended learning workshop.

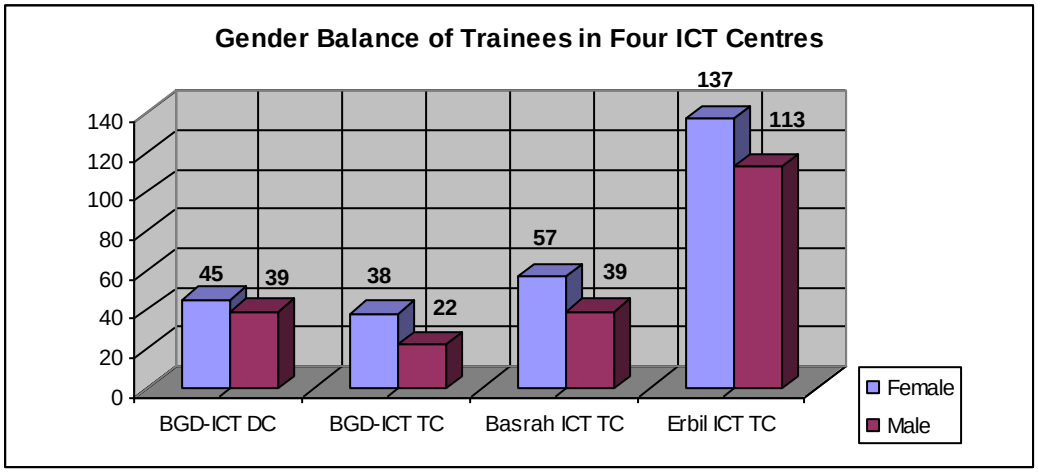
Four of the ICT Training Centres have kept gender data on trainees who completed a total of 28 courses, as shown in Table 17. These Centres provided data on the number of courses offered

since the Centre became operational, and also the number and gender of the trainees who completed these activities. In all four of the Centres where gender data are available, women trainees were in the majority, ranging from 54% of the training participants at the Baghdad ICTDC to 63% of trainees at the Baghdad ICTTC. Females made up 59% of trainees in Basrah and 55% of participants in Erbil.

Table 17-: Gender Ratio of ICT Centre Trainees

Name of ICT Centre	Total number of training courses held	Female trainees	Male trainees	Total trainees
Baghdad ICT DC	8	45	39	84
Baghdad ICT TC	8	38	22	60
Basrah ICT TC	10	57	39	96
Najaf ICT TC	*24*	*No data*	*No data*	*No data*
Mosul ICT TC	*16*	*No data*	*No data*	*No data*
Erbil ICT TC	2 (training in summer only)	137	113	250
		277	**213**	**490**
		57%	***43%***	

Figure 3: Gender Balance in 28 Training Activities



Although females constitute an absolute majority of the sample of trainees from 28 training courses in four of the ICT Centres, another question to be addressed is the percentage of female teachers from the number of secondary teachers as a whole. 2008-2009 data from MoE show about 130,000 secondary teachers (no gender breakdown available). The percentage of female secondary teachers is important, as it will show if gender balance has been achieved in training. For example, if females make up 65% of secondary teachers overall, then they should constitute 65% of trainees to achieve a positive gender balance.

This type of data are important for developing and implementing a fair and relevant gender strategy that can help MoE to realize the importance of gender equality in beneficiaries to project activities and can provide support for record keeping and the relevant analysis of gender breakdown data

The issue of gender balance and women's involvement in all project stages is of primary importance. The project shows some shortfalls in ensuring the development and application of a positive strategy for achieving a gender balance and for documenting the degree to which women were involved in various stages of the project. Both UNESCO and UN-ESCWA and also MoE should take remedial steps in developing a gender strategy that ensures that women's participation is actively recruited in all types of training activities, and that this participation is regularly documented in reports and other types of data on training.

The UNESCO/UN-ESCWA reports cover the entire span of project activities (2007 to 2011) yet none the numerous six-month reports, annual narrative reports, quarterly fiche documents or the final project report from both agencies includes any data on gender breakdown of the beneficiaries to the many project activities. In the UNESCO and UN-ESCWA Final Program Reports, participants are identified as:

- 520 teachers from 82 schools
- 19 Iraqi participants
- 1,500 trainees from MoE staff
- Technical and administrative staff (no specific number)
- 600 staff from MoE
- 14 MoE-BGH (7 educational advisors and 7 IT specialists)
- 10 participants from MoE staff –BGH
- 12 MoE-BGH
- 3 participants from the School Library Directorate
- 14 participants (11MoE-BGH), (3 MOE-KRG)
- 21 participants (16-MoE-BGH), (5 MoE-KRG)
- 19 participants (16-MoE-BGH), (3 MoE-KRG)
- 12 participants (8-MoE-BGH), (4 MoE-KRG
- 10 ICDL instructors
- 100 ICDL instructors
- 300 teachers
- 15 staff members from the MoEs

No set of data identifies participants by gender; however, when relevant, information regarding ethnicity of beneficiaries is included in the reports.

MoE stakeholders fared better in that four of the ICT Centres kept information on the gender breakdown of their trainees (data on gender of trainees in 28 training courses available).

Some neutral or negative attitudes towards female participation in project activities emerged during the structured interviews with MoE staff involved in the management of the project, one MoE official stated that "for future projects, its better to select males to avoid maternity vacations for women". Another MoE staff (director of a computer department) stated that "selection was done without looking into the gender matter". One comment that "women are more interested in this project" was followed by "but men designed the project and men

implemented it". Two of the MoE staff interviewed (both males) felt that men and women were represented equally but did not provide any explanation or specific examples.

Neither UNESCO nor UN-ESCWA nor the MoEs seem to have a clear gender equity policy or strategy to ensure that women were involved in all stages of the project. The UNESCO-ESCWA statement in the final reports notes that "the project addressed all MoE primary and secondary instructors who are offered equal opportunities" (page 9, UN-ESCWA report; page 8 UNESCO report) but does not explain how or if this was carried out.. Although the selection of pilot schools included an equal number of boys' schools and girls' schools to ensure gender equality, the reality of student beneficiaries from the ICT facilities in the pilot schools is that neither girls nor boys are benefiting from this project input. In addition, the DoEs in Baghdad and Mosul have taken over the ICT facilities in two girls' schools.

6.11 Partnerships

The implementing partners in the project were UNESCO and UN-ESCWA and key stakeholder partners were both Ministries of Education (Baghdad and Kurdistan) and the line ministries in the governorates where the project activities were carried out. UNESCO Iraq projects have taken a sector-wide approach to support the rehabilitation of the sector through increasing access to quality education and the development of life-skills. UN-ESCWA has a key objective of supporting economic and social development in the countries of the region and to support member countries in benefiting from the latest information available in given fields of specialization. These partnerships are logical in support of the Iraqi national priority of introducing computers into all government departments. UNESCO has solid previous experience in implementing projects in support of developing Iraqi education and educational facilities (textbook development and printing; support of IDPs/refugee populations). The UN agencies' previous experience in support of education development in Iraq and in the region and a philosophy of supporting countries' development efforts fostered an effective partnership.

The project activities contributed to the capacity development of MoE staff in many ways. The development of a highly trained cadre of ICT CTPS capable of training ICDL trainers and the creation of a core team of e-content developers contributed to the knowledge transfer from those who were trained to a group of 100 qualified trainers. These trainers in turn contributed to the increased level of competencies and skills of more than 2,000 MoE staff in various positions who have benefited from workshops and training courses. Other areas of capacity development include MoE staff trained and capable of designing, setting up, managing, and maintaining a large ICT training facility and a group of skilled professionals in installing and administering Windows servers. Teachers have benefited from training in ICDL and in blended learning methodologies.

6.12 Operational Effectiveness

Alignment and Harmonization

The initial project design came from UN-ESCWA and then UNESCO became part of the project. Both implementers have experience in supporting developing countries introduce ICT into the education system. The design reflects alignment between the project activities and national priorities in that it supports the goals of the Iraq National Development Strategy and the plans of the government to introduce computers into all government departments. In addition, the government has recognized the importance of the IDCL certification as a promotional qualification.

The program was designed and planned according to the UNESCO process in order to build sustainable capacity in the Iraqi MoE and in order to improve the level of ICT literacy and ICT skills of MoE staff, teachers and students. It was implemented within the framework of the Iraq Trust Fund. No data are available regarding the role of the SOTs in the project planning and implementation.

The key challenges to the project have been the ongoing security issues; the delays and impediments inherent in the Iraqi bureaucratic process to identifying and refurbishing suitable sites for ICT Centre development; identifying and refurbishing the pilot schools; the nomination of appropriate MoE staff for training in core teams; turnover in staff; delays in finding solutions to problems which the MoE project coordinators could not adequately address; delays and bottlenecks in the processing of customs documents and resulting demurrage charges.

UN-ESCWA was responsible for the initial project design in response to the Iraqi MoE's need for continuing quality improvement of teaching and learning, focusing on the use of ICT. No assessment was undertaken other than the response to MoE's critical need for basic IT training and the infrastructure necessary to build sustainable capacity in ICT in Education. The project was designed and planned according to the standard UNESCO process, and no data are available on the specific role of peer review and/or SOTs in the programme planning and design. The MoE was consulted at the highest level and the design was approved by the Minister.

MoE mechanisms and processes were followed in the implementation, management and monitoring of the project and MoE participated in key decisions related to project implementation. MoE was responsible for providing suitable sites for the ICT Centres and for ensuring that they were suitably refurbished for use as planned. MoE also identified the ten pilot schools for inclusion in the project. They were also responsible for nominating suitable participants for training in developing ICT education policies and strategies, and for the core teams of IT Certified Training Professionals and for e-content materials development. MoE also scheduled all courses for teachers. In addition, MoE provided the necessary documentation for customs exemption for IT equipment to be imported. MoE appointed project coordinators who were responsible for liaising with UNESCO and UN-ESCWA and who assisted with the monitoring of the project.

The role of the donors was to ensure that the project design adhered to UNESCO standards for programme approvals. During implementation, the role of the donors was to provide approvals and the funds for achieving project outputs.

Management of Development Results

According to data obtained from UN-ESCWA staff during the structured interview, the project was designed before the methods of RBM were effectively integrated into many UN projects. MoE participated in the project at all stages of implementation, from the Minister's approval of the project design to participation in all of the coordination meetings. MoE played a major role by providing locations for all of the ICT Centres and identifying staff and teachers for training as well as scheduling training courses and workshops. Project coordinators from MoE cooperated with UNESCO/UN-ESCWA staff and they met and communicated regularly. At the conclusion of the project, MoE took ownership of and responsibility for all of the equipment purchased, and training materials developed, during the lifetime of the project.

Major constraints and bottlenecks to effective implementation of the project were identified by key stakeholders during the structured interviews as follows:

- Security issues sometimes prevented implementation of project activities and project coordinator travel
- Complicated "chain of command" in MoE resulted in many delays in the implementation of activities
- Turnover in staff in both UNESCO and MoE meant changes of focal point
- Turnover in staff after training
- Delays in getting equipment delivered through customs without exorbitant charges
- Interference between the work of the different MoE departments and the directorates
- Delays in identifying and refurbishing suitable sites for ICT Centres
- Lack of awareness among teachers to understand the importance of this project (Kurdistan stakeholder)
- Problems with language in training meant that teachers did not complete the courses (Kurdistan stakeholder)

In one sense, the teachers and MoE staff who received ICT training can be considered a "marginalized group" in that during the period of the sanctions regime they were severely marginalized from relevant technology and unable to learn or update any ICT skills to access up-to-date information on education.

Cross-Cutting Issues

In terms of gender, the project had no specific gender strategy to ensure gender balance and gender equity at all stages of the project implementation. Some monitoring data are available regarding gender of beneficiaries to 28 training courses in four of the ITC Centres (see Table 14: Data on ICT Centres) and this shows a gender balance of women who participated in the training activities ranging from 54% to 63% of trainees. Data are available regarding gender breakdown of trainees in 16 training courses and workshops but not available for the three large training

activities conducted in Iraq (2,620 participants) The project lacked a specific strategy to identify and reduce gender gaps, and ensure female participation in various stages of project implementation; neither UNESCO/UN-ESCWA nor MoE has stressed the importance of a gender policy or made any documented efforts to ensure gender equality among the beneficiaries during the project's lifetime.

In terms of employment, the project created a series of new positions for qualified trainers at the ICT Training Centres and also for the technical and administrative staff at the new Centres.

In one sense, the teachers and MoE staff who received ICT training can be considered a "marginalized group" in that during sanctions they were severely marginalized from relevant technology and therefore unable to learn or update any ICT skills to access up-to-date information on education

No cross-cutting issues related to environment or health.

At all stages of the project implementation security issues were subject to thorough risk analyses; Iraq is a difficult work environment and security issues change on a daily basis. All project staff were aware of security and this was an issue in choosing sites for ICT training centres and for the ten pilot schools. Project staff and coordinators met and communicated regularly by phone and email to discuss security and travel constraints (for example, identifying a "safe" hotel for project monitors). Risk monitoring and management of risk was always of paramount concern for project staff. In some instances, the DoE or the computer department manager assisted with solutions to security problems and identified safe areas.

Other risk mitigation strategies identified by stakeholders included:

- Built-in flexibility to change priorities and the order of establishing the ICT Centres to compensate for delays or security problems;
- A degree of redundancy in the training of staff for the ICT Centres;
- Provision of partial financial support for site preparation work;
- Strengthening project staff at the national level.

The project had a clear exit strategy to sustain as best possible project operational and programmatic structures. The following commitments were budgeted for in order to facilitate project close-out:

1. Funds budgeted to ensure a continuous supply of electrical power at the six ICT Centres (and the E-Caravan unit), suitable diesel generators and UPS units, together with a supply of diesel fuel for approximately two years, after which the MoE should ensure the necessary allocation and maintenance for the continuous supply of electricity to the ICT Centres.
2. Funds to ensure the continuous utilization of the licensed software provided for e-learning and ICDL, the project took into consideration a budget requirement for five years' annual license fees, after which the MoE should make the necessary allocation for the renewal of the software licenses.

Capacity Development Approach

The project's national partner was the Ministry of Education. The ICT in Education in Iraq was designed to address the problem of lack of IT competencies and to build a sustainable capacity in MoE Iraq for the continuing quality improvement of teaching and learning through the use of ICT. The project addressed the need to build the institutional capacity of the MoE in order to improve ICT literacy and ICT skills among MoE staff, teachers and students. This enhanced capacity will enable MoE staff to design, develop and deliver a variety of e-learning resources and e-content packages. Teachers also benefited from professional development through training courses on the methodologies of using the new resources in the classroom.

In addition, MoE staffs were trained on designing new ICT training centres and on installing, managing and maintaining key technical equipment

Key stakeholders reported that capacity gaps were identified during the planning of the refurbishment of the various ICT centre sites. The project coordinator supported MoE staff on technical issues and guided them in complying with standard norms and specifications relevant to the installation. MoE also addresses and identified capacity gaps among its staff which were addresses through nominating them to participate in relevant training courses and workshops.

Regarding the design and installation of the ICT Centres, MoE and UN-ESCWA were in agreement that capacity development needed to be enhanced so that technical personnel from the Ministry could assume the responsibility for installing and maintaining complex equipment procured for the training centres. Staff was trained on maintaining Microsoft Windows Server 2003. The creation of a group of highly trained ICDL Computer Training Professionals was essential to MoE being able to take ownership of ICDL training courses. This approach necessitated that MoE identify a group of skilled professionals to train IDCL trainers. This was accomplished and 100 MoE staff completed the training necessary to certify IDCL trainers. MoE also nominated a group for training in e-content development in order to develop e-learning packages based on the Iraqi curriculum.

The strength of this approach is to empower MoE staff to resolve future technical issues and to build capacity to become technically self-sufficient. However such an approach cannot encompass all of the technical aspects that MoE needs to address. Also, the assumption is that MoE is able to retain highly skilled technical staff (ICT maintenance staff, centre managers, ICDL trainers, etc) and not to lose them to the private sector.

Participants in the technical training on designing ICT centres, and installing and maintaining Windows Server 2003 returned to Iraq and immediately applied their newly-acquired skills on the equipment already in place and functioning. They could depend on the support of their trainers in resolving problems encountered with this equipment by contacting them by email or by phone. Trained ICDL trainers were assigned to the ICT Centres to begin delivering ICDL courses immediately. The technicians were monitored to ensure that they were working successfully, and the ICDL trainers also were monitored and evaluated by project monitors, Center managers and trainees.

In order to ensure the sustainability of capacities developed during the project, funds have been budgeted for five years annual license fees for the ICT Centre software. This will provide for sustainable and continuous utilization of the licensed software provided as part of the project deliverables.

National Ownership

All of the rehabilitated sites for the ICT Centres and the ten pilot schools were owned by MoE and this promoted government ownership of the project. In addition, all equipment procured was handed over to the Ministry immediately. MoE was engaged during all phases of the project from project design approval by the Minister to site selection, selection of the ten pilot schools, identification and nomination of MoE staff to receive specialized training out of Iraq and through daily management of the ICT Centres by MoE staff trained in the design, maintenance and upkeep of the facilities. MoE took ownership of each activity and all equipment upon completion, irrespective of the project operational closure. There was no direct co-financing; however MoE assumed responsibility of the refurbishment of all sites chosen for ICT facilities which can be seen as "cost-sharing". Also funds have been budgeted to ensure that future ICT Centres are established as per standard specifications set by the project.

Accountability

The stakeholders interviewed agreed that the project results framework was clear, logical and focused. Both UNESCO and UN-ESCWA developed monitoring arrangements. For the purpose of project management and implementation, UN-ESCWA was the "Executing Agency" and UNESCO was the "Associated Agency". An ESCWA project coordinator led and monitored the implementation of the project from Beirut, with a national project manager who monitored the implementation of project activities from inside Iraq. UNESCO also had a project monitor to ensure monitoring of the training deliverables.

Detailed monitoring arrangements were developed to measure and track progress on the project indicators and achievement of project objectives. For ESCWA's activities, the national project coordinator undertook the monitoring and evaluation of the sites undergoing refurbishment before the installation of ICT facilities in all of the pilot governorates. The monitor was responsible for ensuring that the work undertaken strictly adhered to accepted standards. All data collected regarding the progress of the renovations were included in reports to internal programme staff as well as donors. Any data concerning malfunctioning equipment were collected to be presented to the vendor for replacement warranty. MoE provided monitoring support through the line ministry by reporting any problems encountered with the equipment and evaluation equipment performance. MoE reported any problems arising at the ICT Centres to ESCWA.

UNESCO assumed responsibility for monitoring project training activities both inside and outside of Iraq. During the training courses and workshops, assessment forms were completed by the participants and by the coordinator/observer. These forms were analyzed and whenever

necessary, remedial action was taken. In addition at the end of each course or workshop, participants and coordinator/observers were required to provide final reports.

Key challenges to monitoring the project included:

- Security issues which often adversely affected monitors' travel, particularly on field visits
- Some monitoring was done from outside Iraq due to security problems
- Monitors sometimes found after being assured that the work required at a site was done correctly that the work did not meet the specifications supplied
- Some of the trainees who completed the first phase of a training program were transferred to other departments when they returned to Baghdad and were assigned work unrelated to the training
- Sometimes trainees who were set tasks to be completed in Iraq before the next phase of a training program made little or no effort to complete the tasks due to lack of a group leader

These challenges were address in a variety of creative ways such as:

- Flexibility in changing travel plans to accommodate security concerns
- Using frequent phone and email communication between monitors inside and outside Iraq
- Having capable local staff to follow up any problems and report back in a timely manner
- Working with contractors to review work completed to make sure that it matched the required specifications
- Meeting with MoE to convince the ministry to keep the core teams together through all of the stages of a training program
- Following up with trainees between training sessions to persuade them to complete that tasks set before attending the next stage of the training

Necessary resources were allocated to have the national coordinators make field visits in all of the pilot governorates to monitor the progress and status of the refurbishment of the sites for ICT facilities. Resources were also available to allow monitors to follow up with training activities once the ICT Centres were in use. Monitoring data was used in a wide variety of reporting. Data on ICT equipment and supporting peripherals and infrastructure was collected and used in reports to internal program planners as well as donors. Data on malfunctioning equipment under warranty was used to report to vendors to request replacements. All data on the progress of the establishment of the ICT Centres and on the training activities were used to show progress against project performance indicators and the data were used in quarterly reporting fiches, semi-annual progress reports, agency mid-term review reports, education sector updates, annual reports and in the final programme narrative reports.

National partners were also involved in the monitoring process. MoE staff at the ICT Centres monitors the delivery of training courses to MoE staff and teachers. Also MoE training department managers and directors of computer departments in the governorates are involved in monitoring training activities and the efficient running of the ICT Centres. Line ministry staff reported to ESCWA any problems with equipment and also evaluated equipment performance.

No joint M&E initiatives were undertaken. No data are available on the issue of donor visibility.

6.13 Key Challenges that Impacted on Overall Achievement of Results

The project implementers faced a series of key challenges that affected the overall level of project achievements. These included:

1. After being nominated for training in the core team training program and completing the first of three phases of training, some of the participants were transferred to other departments of MoE upon their return to positions that were not relevant to the training they had received

2. Because of this, the original teams sent for training were joined by less successful ore new candidates and this resulted in incomplete core teams and delay in the development of quality e-content learning packages

3. The poor quality of internet access at the ICT Centres is a serious constraint as it is essential for the ICT facilities to be equipped with high-quality internet access. Both MoEs suffer from low-quality internet access themselves so therefore provide lower quality of services. This was frequently discussed with the MoE management team but they were unable to provide an acceptable solution.

4. The delay in allocating and releasing funds by the MoE to rehabilitate the ICDL Centres caused delays in the international accreditation of the Centres and this in turn caused further delays in the start-up of training in those Centres.

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

6.14 Conclusions

Overall the "ICT in Education in Iraq" project achieved its original outputs and met the targets and performance indicators set out in the results framework.

The project achieved the indicators listed in the table of performance indicators. A strategic policy for "ICT in Education" was prepared by a committee from MoE, revised and adopted by the Ministry to facilitate future planning in integrating ICT into the Iraqi education system.

The six ICT Centres (one ICT Development Centre and five ICT Training Centres) are all operational and are holding training courses for MoE staff and teachers, led by the trainers trained by the core team of ICT Certified Training Professionals. 1500 MoE staff have participated in an introductory workshop on ICT, 600 staff took the ICDL exam on-line, with 483 passing successfully. Feedback regarding the quality of the training courses has generally been satisfactory.

The core team in e-content development was trained and worked to produce two e-learning packages for five subjects (chemistry, math, biology, physics and Arabic—one set for grade 9 and one set for grade 12). However, no further progress seems to have been made with moving the curriculum towards e-content in order to integrate ICT into teaching and learning, and many of the core team members trained in the project has been transferred to other positions and departments in MoE.

Ten pilot schools were each equipped with a modern, up-to-date ICT facility in support of integrating e-learning into the curriculum and into the classroom. However, after these ICT facilities were installed and made operational, MoE assumed responsibility for operating and maintaining them at the school level. Unfortunately, only four of these schools participated in the integration of e-learning and computers into the curriculum by using the e-packages developed. Six of the schools have never used the facilities in the manner intended, and the four schools that used the ICT facilities in 2009-2010 are not using them at present. At the time of the evaluation none of the ten pilot schools was using the ICT facility received to lead the incorporation of "ICT in Education" in the school curriculum.

520 teachers completed the Blended Learning workshop but since few of the teachers were assigned to the pilot schools with new ICT facilities, and of the teachers from those schools that were trained, few used blended learning because of limitations in access to the pilot schools' ICT labs.

One E-Caravan designed to support ICT training for teachers in remote areas was built and delivered, and three MoE staff were trained in its operation. However, the E-Caravan has never been used and is parked at the ICTTC in Baghdad. Of the ten mobile laptop carts provided (two for each of the five ICT Training Centres) only those carts in two of the Centres are being used for training. Whereas it was envisioned that the carts be used for training teachers in remote areas of the five governorates, in reality the two Centres using the carts are using them for training at the Centre. In three of the Centres, the carts are not being used.

Two additional workshops were held at the request of MoE (E-Library Training and E-Library Manual) and these trainings focused on improving school library information resources and services, and on developing a school library manual related to integrating ICT into school libraries.

MoE participated fully in the implementation of the project and was responsible for choosing and refurbishing to specifications the locations for the six ICT Centres, and for identifying the ten pilot schools to receive modern ICT facilities. MoE assumed ownership of all equipment and materials purchased and installed during the project. MoE staff was trained to mange and maintain the ICT Centres and were active in monitoring ongoing project implementation.

UNESCO was responsible for supporting MoE in developing its 'ICT in Education" policy and strategy which provided guidelines for future direction in integrating ICT-based curriculum, instruction, learning and assessment into the school classroom environment. UNESCO delivered a series of training activities identified in Outcome 2—the Human Resources component, and UN-ESCWA delivered the ICT facilities specified in Outcome 3 to support ICT effective learning—the Physical Resources component.

Although the project successfully met the outputs listed in the original Results Framework, progress on reaching the three project outcomes is less clear. Outcome results are measurable only after a longer term that the project implementation timeframe. The development of MoE "ICT in Education" strategy is only a first step. To contribute to the achievement of Outcome 1 (Reorient Iraqi education policy objectives and strategies to maximize the effectiveness of the use of ICT in Education) the strategy must be operationalized into an Implementation Plan for achieving those goals. Outcome 2 focuses on building "sustainable capacity in MoE in Iraq to develop ICT-based curriculum, instruction, learning and assessment". Progress on this outcome seems to be limited by several factors, including issues with identifying appropriate candidates for training, ensuring that trainees remain in positions that utilize their new skills, and ensuring that teachers trained in using e-content are assigned to schools with functional ICT labs. Outcome 3 (upgrade the school physical learning environment through he provision of ICT facilities to support ICT effective learning) cannot be properly evaluated until students in schools that have received ICT facilities are using the facilities on a regular basis and ICT has been integrated into the curriculum subjects with the e-content being used in those schools.

Progress on achieving the goals of the three outcomes can only be assessed in the longer term if the outputs provided are being used as intended and are integrated into MoE education strategies, capacity building targets, tasks and positions originally identified, and if the pilot schools are regularly using ICT facilities to support ICT effective learning for students.

Section 7 Lessons Learned

A "lesson learned" is the knowledge or understanding gained by experience during implementation that has had a significant impact for a project. The experience may be either positive or negative and comes from solving the problems encountered. Identifying "lessons learned" can help to eliminate the occurrence of the same problems in future projects.

Project stakeholders identified the following "lessons learned":

1. There were many delays in submitting to UNESCO information requested, particularly with regard to the nomination of MoE staff to attend the training workshops to become a member of the committee that worked on the "ICT in Education" policy and strategy. Therefore it should be kept in mind to allow more time to get nominations from MoE and plan according to this extended timetable.

2. UNESCO faced many challenges in coordination with the MoEs in Iraq so it is very important that the ministries assign a Project Focal Point who will be effective and also responsible for all project coordination from the Iraqi side. This should be done at the beginning of the project.

3. UN-ESCWA staff learned the importance of having a better understanding of shortages in capacity, especially when sophisticated equipment is being purchased and imported. It is important to always be on the lookout for underlying shortages and emerging needs so that they can be addressed in a timely manner. For example, it was necessary to add several activities during the project that had not been previously planned.

4. There should be a miscellaneous budget line (3-4% of total budget) to cover those unforeseen needs and unplanned activities that must be undertaken to address these needs.

5. UN-ESCWA learned that customs exemption documents are often delayed so that delivery of equipment may be delayed at the borders waiting for this paperwork. Therefore it is advisable to instruct vendors not to ship goods until the customs exemption documents are processed in order to avoid demurrage charges at the ports of entry.

6. Shipping contractors should be chosen after a full and careful assessment regarding their previous experience in shipping to entry ports and to locations inside Iraq. The contractor should have previous experience in executing similar shipments, especially for other UN organizations. It is essential to obtain confirmation of contractor experience from the concerned UN organizations or other customers to confirm this.

Section 8 Recommendations

1. The evaluation noticed that many of the stakeholders interviewed requested more IT training for themselves or for members of their MoE staffs.

Recommendation: Build on the solid base of ICT training and increased capacity of MoE staff it is recommended to continue the support for ICDL and for other types of ICT courses that can be offered through the ICTDC and the ICTTCs.

2. Modern, well-equipped facilities that can offer good ICT training are essential to the continued expansion of the MoE capacity building efforts to enhance ICT skills among staff.

Recommendation: More ICT centers should be established around Iraq and to continue the support to expand the pilot project's successful establishment of six ICT Centres and the Ministry's efforts to create ICT Centers in other governorates.

3. Recommendation: A clear and comprehensive strategy for incorporating gender balance and gender equity into all project activities should be implemented by MoE .

UNESCO and UN-ESCWA should require gender breakdown of all data regarding project beneficiaries in all official reports for future projects.

4. None of the ICT facilities set up in the ten pilot schools is being used for the benefit of the students. One of the main objectives of the project was to support the quality improvement of teaching and learning focusing on the use of integrating ICT into the classroom. This objective is not being met as the ten pilot schools are not "leading the incorporation of ICT in education.

Recommendation: The selection criteria of schools and locations benefited under ICT project should be reviewed to decide if this is an effective allocation of project resources and MoE should insure that ICT facilities are being used for its planed objective. .

5. Many of the teachers in the pilot schools who completed the Blended Learning workshop were moved to other schools at the governorates level, also many of MoE staff participated in the core training programs were often moved to other departments after completing one or two stages of the training. Their replacement by new and inexperienced staff caused problems and delay in establishing well-trained and effectively functioning core teams, particularly in e-content development.

Recommendation: MoEs and DoEs should create an effective mechanism for ensuring that staff that benefit from project training remain in their positions in order to maximize human resources capacity development.

6. Comprehensive development of e-content activities and e-learning packages integrated into the curriculum in all subjects serves as the foundation for the continuing quality improvement of classroom teaching and learning focused on the use of ICT. The project was only partially successful in supporting the MoE in the creation of skilled teams of e-content curriculum development and the delivery of subject-based e-content activities and learning packages.

Recommendation: A review and analysis of the e-content development process and management component should be undertaken to identify ways in which this type of intervention can be made more effective.

7. None of the ICT Centers is fully utilizing the mobile laptop carts that were purchased to support teacher training in remote areas. Only two Centers are using the carts for training at the Centers. Three Centers indicate that they have no space for these carts while others are unsure of how to integrate them effectively into training.

Recommendation: Mobile laptop carts should be provided only to Centers that have adequate space to utilize them for training.

Recommendation: Ensure that Centre staff and trainers are well prepared to use this resource to maximize the number of MoE staff that can be trained.

Recommendation: The original plan of utilizing the mobile laptop carts for teachers in remote areas should be reviewed as to whether this type of intervention is realistic, given the security concerns in Iraq at present.

8. Kurdistan stakeholders reported that many staff and teachers nominated for core team training in the e-content development, for ICDL training and who attended the

Blended Learning workshop were not able to benefit fully or successfully complete the training because of language difficulties with Arabic and English.

Recommendation: This problem of the language used for training activities should be directly addressed in any future projects related to training and staff development in Kurdistan.

9. The concept of an E-Caravan was included in the project as a way to train teachers in remote areas. This has clearly not happened since the E-Caravan provided by the project has never become operational for a variety of reasons and is parked near the Baghdad ICTTC; the goal of including teachers in remote areas in ICT training and professional development is very important to the achievement of a higher level of capacity in MoE staff.

Recommendation: MoE should start utilize this effective ICT traning tool and develop a pre-scheduled and planed visits to remote area.

Recommendation: Other more effective and more realistic ways of meeting the ICT training needs and professional development of teachers in remote areas should be identified in any future projects.

10. Although the project achieved its original outputs regarding policy development, capacity building for MoE staff, and delivery of physical ICT facilities, stakeholders and beneficiaries identified many problems and issues regarding the ongoing use of these outputs, issues that negatively impact their effectiveness.

Recommendation: UNESCO/ESCWA staff should meet regularly with MoE stakeholders in Baghdad and also in the Directorates included in the project, as well as the staff of the pilot schools, during these meetings.

UNESCO/ESCWA and stakeholders should identify possible solutions to project challenges and develop alternative approaches, these meetings will create a solid partnership foundation, improve the communication procedures and enable the MoE and other stakeholders to share their experiences, suggestions and recommendations with UNESCO, and also it will help to solve any challenges during project implementation without delay.

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Annexes

Annex A: ToR:

Section III - Terms of Reference (TOR)
External Evaluation of ICT in Education for Iraq (Education)

1 - EVALUATION (FINAL) OF THE UN-ESCWA / UNESCO-IMPLEMENTED PROJECT "ICT in Education for Iraq"

I. Introduction and Context - The Project Context:

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

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

UN-ESCWA forms part of the United Nations Secretariat and, like the other regional commissions, operates under the mandate of the United Nations Economic and Social Council. It has the following key objectives under its mission: To support economic and social development in the countries of the region; To promote cooperation between the countries of the region; To encourage interaction between member countries and promote the exchange of experience, best practice and lessons learnt; To achieve regional integration between member countries; To ensure interaction between Western Asia and other regions of the world, familiarizing the outside world with the circumstances and needs of the countries in the region. Upon request, the Commission offers member countries advisory and technical cooperation services. Those services are provided with the aim of supporting member countries in their developmental efforts through the recommendation of appropriate measures and policies, which will assist them to overcome specific problems, build their human resources and benefit from the latest information available in a given field of specialization.

b) Project Rationale

The project *ICT in Education*, which was launched in April 2007, was designed to build sustainable capacity in the Iraqi MoE for the continuing quality improvement of teaching and learning, focusing on the use of ICT. In order to improve the ICT literacy and skills of the MoE staff, teachers, and students, the institutional capacity of the MoE was enhanced to design, develop, and distribute a variety of e-Learning resources, and accompanying program of teacher professional development to implement such resources.

This project aimed 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 is addressed in all activities of the project that comprise all aspects of the Education Sector. The project focused on establishing 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, and Audio Video equipment, and ICDL training materials. The project included capacity-building programmes for school teachers and MoE staff and technicians aiming at upgrading their knowledge and experience, and at enabling the existing 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, aiming to reduce poverty by enhancing the quality level of education leading to 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 private sector (MDG 8 T18). Finally, the project endeavours to achieve main EFA Goals: progress towards better quality in education.

The project was implemented within the framework of the Iraq Trust Fund, a multi-donor trust fund established in 2004 to channel resources for the reconstruction of Iraq and the main source of funding for UN activities in the country. For more information, please consult the Trust Fund's website at http://www.irffi.org

c) Objectives of the Project:

1. Establish one ICT Development Centre (ICTDC) in Baghdad;
2. Establish 5 ICT Training Centres (ICTTCs) in Baghdad, Ninewa, Basra, Najaf, Erbil;
3. Establish 10 pilot schools (PSs) in the 5 selected governorates: 5 schools for boys and 5 for girls;
4. Provide 10 mobile laboratories for the ICTTCs;
5. Build one E-caravan for remote areas;
6. Reorient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education";
7. Build sustainable capacity in the Ministries of Education through training core teams and enable them to produce e-Learning Packages for selected number of Iraqi curriculum subjects;
8. Build sustainable capacity in the Ministry of Education through acquiring the International Computer Driving License (ICDL) and the Computer Training Professional certification (CTP).

d) Outputs of the Project:

1. ICT based curriculum, instruction, and learning assessment framework, strategy, and action plan developed. (UNESCO)
2. Raising awareness on "ICT in Education" and e-sharing and exchange procedures of knowledge and resources developed. (UNESCO)
3. The professional development of Ministry of Education personnel including teachers, educational supervisors, curriculum developers, and teacher trainers. (UNESCO)
4. 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). (UNESCO)
5. The ICT Development Centre (ICTDC) in Baghdad and ICT Centres (ICTC) in each of the five Governorates established and made operational. (UN-ESCWA)
6. 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). (UN-ESCWA)
7. One mobile ICT training laboratories (E-Caravans) and 10 mobile laptop carts built and mobilized to train teachers in remote areas in the five governorates. (UN-ESCWA)

e) Timeline and budget

The project was approved with a startup date of 26 April 2007 and completion date set for 26 October 2008, initial project duration being 18 months. The first six month extension was approved on 16 November 2008 (October 2008 to April 2009), the second eight month extension was approved in April 2008 (April 2009 to December 2009), the third seven month extension was approved on 14 December 2008 (December 2009 to July 2010) and the fourth and final extension subsequently given until December 2010.

Budget: USD 4,000,606 (Total)
USD 1,962,414 (UNESCO)
USD 2,038,192 (UN-ESCWA)

f) Geographic Coverage/Scope:

The project was implemented in five Iraqi Governorates: Baghdad, Ninewa, Basra, Najaf, and Erbil.

g) Implementation Modalities:

The project was implemented with UN-ESCWA acting as the lead agency. UN-ESCWA was responsible for establishing the infrastructure in all designated centres and schools, as well as supplying Iraq with an E-caravan in order to reach remote areas. The MoEs appointed an official team responsible for supervising the implementation of the project. This team coordinates with UN-ESCWA's national team. Together, these two teams located and selected different sites, and they remained in close coordination in order to complete the rehabilitation and establishment of the sites, as well as the procurement of equipment, and make sure that all activities adhered to the agreed upon standards.

UNESCO was primarily responsible for the primary educational activities of the project. Mainly, this includes the capacity building programs; the development of ICT in education policies and strategies; e-content development for school subjects; and the establishment of ICDL program in the MoE (training and certification).

These aspects of the project were carried out through training programs or workshops, accompanied by the dissemination of materials which covered the training topics, prepared trainees for further training, and/or pointed to other sources of information.

II. Purpose of the evaluation.

It is standard UNESCO and UN-ESCWA policy that major project interventions are evaluated upon completion.). The evaluation of the project *ICT in Education* is expected to measure both the project's development effectiveness as well as programme/ project level operational effectiveness **for both UN-ESCWA and UNESCO**. It should also provide both UNESCO and UN-ESCWA recommendations to improve general implementation modalities and future similar initiatives that the Organization may undertake in supporting the reconstruction of technical and vocational education in Iraq.

In addition, the results of the evaluation will be circulated to the principal donor and relevant sections at UNESCO and UN-ESCWA and posted online on the office website as well as the ITF UNDG website at UN headquarters in New York.

III. Evaluation objectives and scope

The evaluation approach will be based on the five principles essential to the success of such programmes: Efficiency, Effectiveness, Relevance, Impact and Sustainability. The overall objective of this evaluation exercise shall be to address the following basic issues:

I. To what degree has the program objectives been attained over time?
II. Is the program cost-effective?
III. What impact has the project had upon the target clientele?
IV. Is the amount of benefits being delivered the right amount?
V. What are the factors that may affect the long-term sustainability of the program?
VI. What decision (changes) should be taken on similar follow-up programs?

With the lens of these five principles, the evaluation of the *ICT in Education* project **will provide answers to the following questions**:

Efficiency:

- Have the outputs been delivered in a timely manner?
- Could the activities and outputs been delivered with fewer resources without reducing their quality and quantity?
- Have UN-ESCWA's / UNESCO's organizational structure, managerial support and coordination mechanisms effectively supported their delivery?

Effectiveness:

- What has been the progress made towards achievement of the expected outcomes and expected results?
- What are the reasons for the achievement or non-achievement?
- To what extent have beneficiaries been satisfied with the results?
- Is the programme cost-effective, i.e. could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
- Does the programme have effective monitoring mechanisms in place?

Relevance:

- Are the programme objectives addressing identified needs of the target group(s)?
- Do the activities address the problems identified?

Impact:

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

Sustainability:

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

IV. Evaluation Methodology

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

Evaluation methods shall include:

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

Given the particular challenge of physical access in Iraq, it is expected that the consultant will develop a methodology which facilitates an adequate triangulation of data collection exercises to ensure relevance of the findings of each of these methods.

a) Time period

It is envisaged that the evaluation of the *ICT in Education* project will take 15 weeks, and consist of four main phases:

- Submission of the Inception Report (framing the evaluation and methodology), data of UNESCO internal data collection complete (estimated 3 weeks) not later than 20 December 2010
- Beneficiary/partner data collection, analysis and drafting the report (estimated 8 weeks) by 28 February 2011
- Submission of draft report for the review by ESCWA and UNESCO by 15 March 2011
- Revisions to / and presentation of the final report (estimated 2 weeks) not later than 31 March 2011

b) Composition of the Evaluation Team

The evaluation should be headed by a qualified and experienced project evaluator assisted by an education specialist with experience of similar activities in Iraq or the region, preferable in a post conflict environment..Knowledge of Arabic is required. The team should have the following qualifications and skill areas:

- Prior experience in program evaluation either for or in the UN system
- Demonstrated knowledge of evaluation methods and data collection through the successful completion of similar evaluation exercises.
- Technical competence in sector or area of study to be evaluated would be an advantage
- Relevant in-country or regional experience,
- Knowledge of written and oral Arabic is required.
- Excellent ability in disseminating information and analyzing information gathered during the evaluation, and the ability to present findings and recommendations in a persuasive and convincing manner.

V. Management

The evaluation will be undertaken by independent evaluator/s (individual consultant/s or organization), in accordance with the parameters included in the terms of reference. The consultant is referred to the UNEG Norms and Standards (www.uneval.org) as the guidance for conducting UN evaluations. In particular, UNESCO and ESCWA value the perspective of key stakeholders, and as such the consultant is referred to guidance for engaging Iraqi partners in driving the evaluation.

UNESCO will directly manage the consultant for this exercise, with close coordination with ESCWA.

Role of UNESCO as lead

- Oversee the process in accordance with the agreed terms of reference and the UNEG Norms and Standards, and ensure that the process remains neutral, impartial and independent
- Provide guidance to the consultant to undertake the evaluation and address any issues which challenge the successful implementation of the contract according to the terms of reference.
- Ensure that all stakeholders are informed about the evaluation process, and encourage them to participate in the evaluation exercise.

Role of UN-ESCWA and UNESCO:

- Provide project background information and any other relevant data required by the evaluation team
- Facilitate the field work for the evaluation team and contact with the Iraqi partners and other relevant partners and stakeholders.
- Provide feedback on the draft evaluation report
- Ensure the findings of the final report are disseminated
- Provide management response to evaluation findings and recommendations

Role of National Counterparts

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

Role of Evaluation Team/ Evaluator/s

The Evaluation Team is responsible for:

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

VI. Deliverables

1. An inception report which contains the results chain of the programme (drawn from the desk study), an evaluation plan and a list of reviewed documents. The evaluation plan should contain the proposed data collection methods and data sources to be used for answering each evaluation question. The plan should also contain a timeline of key dates, and be submitted to UNESCO for approval.

2. A Draft evaluation report which should be delivered with adequate time to allow discussion of the findings and formulation of recommendations.

3. Final evaluation report (In English, 2 signed copies, both printed and electronic) which should be structured as follows

- Title Page
- List of acronyms and abbreviations
- Table of contents, including list of annexes
- Executive Summary
- Introduction: background and context of the project
- Description of the project – its logical theory, results framework and external factors likely to affect success
- Evaluation Methodology & Approach (including key challenges and limitations)
- Findings with clear evidence base and interpretations, highlighting both success stories and unsatisfactory findings
- Conclusions
- Recommendations for corrective actions (if any) and future similar interventions
- Lessons (thus far) and generalizations
- Annexes

As the administrator of the evaluation exercise of the project, UNESCO invites qualified potential contractors (who work in the above mentioned field) to submit their quotations for undertaking the above tasks together with the following documents:

- Profile of the firm/company indicating its current presence and involvement in Iraq (if applicable). The successful candidate will demonstrate (a) extensive knowledge of, and experience in applying, qualitative and quantitative evaluation methods; (b) a strong record in designing and leading evaluations; and (c) data analysis skills. Detailed knowledge of the role of the UN and its programming is desirable
- Submit two or three examples of evaluation reports recently completed, if possible, one or more of the reports should be relevant / similar to the subject of evaluation.
- The proposed composition of the Evaluation Team and their CVs.
- Planning and Evaluation methodology and organizational arrangements

- Financial proposals for each major activity and per project. (Section V – Price Schedule below)
- Recent experience with assignments, if available, on program evaluation in Iraq.
- Contact information (full name and address, country, telephone and fax numbers, e-mail address, website and contact person)

Annex B: List of documents reviewed

Desk study documents:

Project Documents Received from ESCWA

Fiches-Project B1-26 for 2008—Quarters 3 and 4
Fiches-Project B1-26 for 2009—Quarters 1, 2, 3 and 4
Fiches-Project B1-26 for 2010—Quarters 1, 2 and 3
Seventh 6-Month Narrative Progress Report for May-December 2007, ICTEI
Eighth 6-Month Narrative Progress Report for January-June 2008, ICTEI
Ninth 6-Month Narrative Progress Report for July-December 2009, ICTEI
ESCWA UNESCO Fortnightly Report 0903—March 11-24, 2009
ESCWA UNESCO Fortnightly Report 0904—April 7-21, 2009
ESCWA UNESCO Fortnightly Report 0907—July 15-28, 2009
ESCWA UNESCO Fortnightly Report 0912—July 15-28, 2009
ESCWA UNESCO Fortnightly Report 1003—March 8-21, 2010
ESCWA UNESCO Fortnightly Report 1005—May 17-30, 2010
Education SOT Monthly Progress Report—July-October 2008
Education SOT Monthly Progress Report—February 2009
Education SOT Monthly Progress Report—March 2009
Education SOT Monthly Progress Report—April 2009
Education SOT Monthly Progress Report—June 2009
Education SOT Monthly Progress Report—July 2009
Education SOT Monthly Progress Report—November and December 2009
Education SOT—Quarterly Achievement Report—Quarter 1: January to March, 2010—ESCWA
Education SOT—Quarterly Achievement Report—Quarter 1: January to March—UNESCO
Agency Midterm Review Report: January 1, 2008 to March 31, 2009—ESCWA S|OT
Annual Programme Narrative Progress Report—1 January to 31 December 2009: ESCWA
Performance Monitoring Framework for Project B1-26—ESCWA
Results Reporting Matrix-MTR Final—ESCWA ICTEI Project
Final Programme Narrative Report: UN ESCWA, Project B1-26— ICT in Education for Iraq, April 2011

Project Documents Received from UNESCO

Project B1-26 ICTEI 2009 UNDG Annual Report
Project B1-26 UNDG ITF UNESCO Seventh 6-Month Report—1 July to 31 December 2007
Project B1-26 UNDG ITF UNESCO Eighth 6-Month Report—1 January to 30 June 2008
Project B1-26 UNDG ITF UNESCO Ninth 6-Month Report—1 July to 31 December 2008
Fiches for Project B1-26 for 2008—Quarters 2 and 4
Fiches for Project B1-26 for 2009—Quarters 1, 2, 3 and 4
Fiches for Project B1-26 for 2010—Quarters 1, 2, 3 and 4
Annual Programme Narrative Progress Report for Project B1-26—ICT in Education in

Iraq—1 January to 31 December 2009
Project Document Cover Sheet, Project B1-26: ICT in Education in Iraq—UNESCWA-UNESCO, 12 December 2006
ESCWA-UNESCO ICT in Education in Iraq Budget
ICT in Education Track Report—October 2007
Project B1-26-Request for Extension—2 November 2008
Project B1-26-Extension Approval—16 November 2008
UNESCO-ICT in Education for Iraq (ICTEI) , minutes of first Coordination Meeting, 1 to 3 July 2007
UNESCO-ICT in Education for Iraq (ICTEI) , minutes of second Coordination Meeting, 17 to 18 November 2007
UNESCO-ICT in Education for Iraq (ICTEI) , minutes of third Coordination Meeting, 9 to 10 February 2008
UNESCO-ICT in Education for Iraq (ICTEI) , minutes of fourth Coordination Meeting, 22 to 23 June 2008
Final Program Narrative Report: UNESCO, Project B1-26—ICT in Education in Iraq, April 2011

Normative Guidance

- UNEG Norms for Evaluation
- UNEG Standards for Evaluation
- UNEG Ethical Guidelines
- UNDG RBM Harmonized Terminology

Key official letters reviewed by evaluation teams:

- SOC evaluation teams reviewed the key official letters related to ICT project in the targeted governorates
- SOC evaluation teams reviewed the warehouse countdown for equipments in the ICT centres in targeted governorates
- SOC evaluation teams reviewed the training curriculum, materials and attending sheets for the training courses implemented under this project for MoE staff.

Letters' Number	Letters' date	Department
30203	29/6/2009	DoE /Najaf
29757	28/6/2009	DoE /Najaf
30201	29/6/2009	DoE /Najaf
1509	30/7/2009	DoE /Najaf
158	2/8/2009	DoE /Najaf
14135	30/3/1009	DoE /Najaf
14134	30/3/1009	DoE /Najaf
24787	21/5/2009	DoE /Najaf
24786	21/5/2009	DoE /Najaf
2206	25/10/2009	DoE / Mosel
57432	27/9/2010	DoE / Basra

62864	17/10/2010	DoE / Basra
57433	27/9/2010	DoE / Basra
48243	4/11/2010	DoE / Basra
62865	17/10/2010	DoE / Basra
851	2/1/2011	DoE / Basra
90604	28/11/2010	DoE / Basra
90603	8/11/2010	DoE / Basra
68242	4/11/2010	DoE / Basra
850	2/11/2011	DoE / Basra
49	1/8/ 2010	MoE / KRG
16336	26/10/2010	MoE / KRG
7589	8/6/2009	MoE / KRG
9618	19/7/2009	MoE / KRG
17776	17/11/2009	MoE / KRG
17775	12/11/2008	MoE / KRG

ANNEX C: Stakeholders' interviewed

A. Preliminary interviews:

Throughout the evaluation process; SOC evaluation team established many meetings and interviews (face to face interviews or through emails and phone conferences) with UNESCO and UN- ESCWA project's team:

- Mr. Michael Croft / Executive Officer/OIC / UNESCO
- Mr. Hazim Assad / ICT Project coordinator
- Ms. Ula Nasrallah / Programme Assistant / Education Sector / UNESCO
- Mr. Imad Sleiman / Project manager / UN-ESCWA/ Section of Emerging and Conflict Related Issues (ECRI)
- Ms. Rana Boukarim / Research Assistant / UN-ESCWA/ Section of Emerging and Conflict Related Issues (ECRI)
- Mr. Omar Al Ajeel / UNESCO – Iraq Office (Baghdad) -field Programme Assistant
- Mr. Amir Al Temimi / UN-ESCWA – project coordinator

B. Field Interviews

Governorates	Location / Job description	Names
Najaf	Director / computer department / DoE	Mr. Alaa Jaber Al Jubouri
Najaf	Director / computer and maintenance department – ICT Centre / DoE	Mr. Haider Fakar Al Den
Najaf	ICT Centre /DoE	Mr. Amer Jamel Hamed
Najaf	ICDL centre in DoE of Najaf / UNESCWA trainee	Mr. Haider Abd Al Amer
Najaf	Al Sajidat school- Director of school	Ms. Suhaila Saad Abas
Najaf	Shaikh Al Mufid school-Director of school	Mr. Hamed Hamed Al Sarraf
Najaf	Al Sajidat school –Teacher	Ms. Afarh Abdul Wahid
Najaf	Al Sajidat school – Teacher	Ms. Bushra Abdul Ghani
Najaf	Shaikh Al Mufid school- Teacher	Mr. Salem Hamed
Najaf	Shaikh Al Mufid school- Teacher	Mr. Abbas Mahdi
Najaf	Al Sajidat school - manager of ICT facility	Ms. Faeqa Hassan
Mosel	Director of computer department /DoE	Mr. Ra'ad Abdulla Abdulrahman
Mosel	ICT centre	Mr. Mohamed Adil
Mosel	Employee / DoE	Mr. Fawaz Subhi Al azo
Mosel	Employee / DoE	Mr. Rafaa Omar Alnima
Mosel	Supervisor / DoE	Mr. Abdulla Fathi Yonis
Mosel	Supervisor / DoE	Mr. Sharif Shaker
Mosel	Supervisor / DoE	Mr. Ahmed Abd Mohamed
Mosel	Employee / DoE	Mr. Yonis Thanoon

Mosel	Employee / DoE	Mr. Naif Shet Ahmed
Mosel	Employee / DoE	Mr. Safaa Mohamed
Mosel	Employee / DoE	Mr. Abd Al Jabar
Mosel	Employee / DoE	Mr. Ahmed Abd Alkarem Latif
Mosel	Employee / DoE	Mr. Fawaz Subhi Al azo
Mosel	Employee / DoE	Mr. Rafaa Omar Alnima
Mosel	Employee / DoE	Mr. Abdulla Fathi Yonis
Mosel	Employee / DoE	Mr. Sharif Shaker
Mosel	Employee / DoE	Mr. Ahmed Abd Mohamed
Mosel	Employee / DoE	Mr. Ahmed Rajab
Mosel	Al Salam secondary school – school director	Mr. Hashim Sulaiman Ahmed
Mosel	Al Salam secondary school- Teacher	Mr. Mohamed Nafea Abd Alrazak
Mosel	Al Salam secondary school- Teacher	Mr. Mohamed Mouyad
Mosel	Al Salam secondary school- Teacher	Mr. Yahea Saad AlDen
Mosel	Al Risala Secondary school - Teacher	Mr. Asmat Ahmed
Mosel	Al Risala Secondary school - Teacher	Mr. Mohamed Ahmed
Mosel	Al Risala Secondary school - Teacher	Mr. Ammar Abd Algani
Mosel	Al Risala Secondary school - Teacher	Mr. Safaa Iskander Majed
Mosel	Al Risala Secondary school - Teacher	Mr. Naif Mohamed
Mosel	Al Risala Secondary school - Teacher	Mr. Badr Ibrahem
Mosel	Al Risala Secondary school - Teacher	Mr. Younis Basim Thanoon
Mosel	Al Risala Secondary school - Teacher	Mr. Ahmed Abd Allatif
Mosel	Al Salam secondary school	Focus group consist of 18 students
Mosel	Al Sham secondary school - school director	Ms. Huda Jar allah
Mosel	Al Sham secondary school	Focus group consist of 8 students
Basra	Director of computer department /DoE	Mr. Kareem Hanthal Abd Al kareem
Basra	Programmer /ICT Centre	Mr. Alaa Sahel Jaafer
Basra	Administrative department /DoE	Mr. Majed Khasim Saadon
Basra	Monitoring department and lecturer/DoE	Ms. Sara Mohamed Abd Allah
Basra	Monitoring department and lecturer/DoE	Ms. Shayma Khither Muhsen
Basra	Computer department/DoE	Eng. Lamis Mohamed Abd Alritha
Basra	Computer department/DoE	Mr. Mohamed Rathi
Basra	computer engineer / DoE / UNESCWA trainee	Ms. Lamis Mohamed Abd Al Ritha
Basra	Teacher/DoE	Mr. Dina Adnan
Basra	Al Kifah Secondary school –school director	Mr. Husain Zaalan Katea
Basra	Al Kifah Secondary school- Teacher	Mr. Faris Mohamed Haiban
Basra	Al Kifah Secondary school –ICT facility supervisor	Mr. Alla

Basra	Al Kifah Secondary school	Focus group consist of 10 students
Basra	Al Maali secondary school - school director	Ms. Firyal Wafi
Basra	Al Maali secondary school- Teacher	Ms. Hanadi Ahmed Mahdi
Basra	Al Maali secondary school	Focus group consist of 10 students
Baghdad	MoE / training department manager / educational expert	Ms. Nisrin Khamil Al-Tahan
Baghdad	Director / maintenance and network department / MoE / UNESCWA trainee	Eng. Wisal Sami Abbas
Baghdad	Electrical Engineer / maintenance and network department / MoE / UNESCWA trainee	Mr. Ahmed Saleh Abd Alsaheb
Baghdad	UNESCWA trainee / MoE	Ms. Athraa Ali Karem
Baghdad	Training Instructor for ICDL Trainer	Ms. Ahlam Salomi
Baghdad	Training Instructor for ICDL Trainer	Ms. Faiza Abdul Mahdi
Baghdad	Training Instructor for ICDL Trainer	Mr. Mohamed Jwad
Baghdad	ICTDC Philistine street / centre staff	Mr. Uday Taha Dawood
Baghdad	ICT centre Al Ataifia / centre staff	Mr. Husam Karem Farhan
Baghdad	Al Fadhelah school – school director	Ms. Nawal Gate Flaeh
Baghdad	Al Fadhelah school- Teacher	Ms. Assel Ahemd Majed
	Al Fadhelah school	Focus group of 10 students
Baghdad	Saif Al Dawla school- school director	Mr. Basim Hashim Muhsin
Baghdad	Saif Al Dawla school- teachers	Focus group consist of six teachers
Baghdad	Saif Al Dawla school-students	Focus group consist of 9 students
Erbil	ICT department director /MoE	Mr. Zuhair Mohamed Abd Allah
Erbil	Programmer / ICT department	Ms. Oezian Abd Alrahem
Erbil	Kurdistan Secondary school-Director	Mr. Najat Kaka Husain
Erbil	Hulala Secondary School- Director	Ms. Hero Talaat Nuri

C. Tables for Field activities and interviews with stakeholders and beneficiaries (Section 5.3)

Table 1: Meetings with stakeholders from UN Agencies

Name	Position	UN Agency
Mr Hazim Asad	Project Manager-Amman	UNESCO
Mr Michael Croft	Executive Officer-OIC-Amman	UNESCO
Ms. Ula Nasrallah	Programme Assistant Education Sector-Amman	UNESCO
Mr Imad Sleiman	Project Manager-Beirut	UN-ESCWA
Mr Ameer al Timimi	Project Coordinator-Baghdad	UN-ESCWA
Mr Omer Alagilli	Project Coordinator-Baghdad	UNESCO

Table 2: Structured interviews with MoE managers and directors

Name	Position	MoE Location
Ms Nisreen al Tahan	Training Department Manager	Baghdad
Mr Kareem Abdulkareem	Director-Computer Department	Basrah
Mr Alaa Jaber Hathem	Director-Computer Department	Najaf
Nr Ra'ad Abdulrahman	Director-Computer Department	Mosul
Mr Zuhair Mohamed Abd Allah	Director-ICT	Erbil-Kurdistan

Table 3: Structured interviews with MoE ICT Centre staff

Name	Position	Location
Nisrin al Tahan	Manager, ICTDC, ICTTC and E-Caravan	Baghdad ICT Development Centre and ICT Training Centre
Uday Taha Dawood	Centre Manager	Baghdad ICT Development Centre
Husam Karem Farhan	Centre Director	Baghdad ICT Training Centre
Karem Abdul Karem	Centre Director	Basrah ICT Training Centre
Ala'a Sahil Jaafer	Programmer	Basrah ICT Training Centre
Ala'a Jabar al Joubouri	Centre Director	Najaf ICT Training Centre
Haider Fakar al Din	Project Coordinator	Najaf ICT Training Centre
Amer Jamal Hamad	Trainer	Najaf ICT Training Centre
Mohamed Adil	Centre Manager	Mosul ICT Training Centre
Zuhair Mohamed Abd Allah	Centre Manager	Erbil ICT Training Centre

Table 4: Structured interviews with MoE ICT Centre trainers

Name	Position	Location
Ahlam Salumi Gitan	Trainer	Baghdad ICT Training Centre
Faeza Abd al Mahdi Naji	Trainer	Baghdad ICT Training Centre
Karem Hanthal	Trainer	Basrah ICT Training Centre
Haider Abd al Amir	Computer Maintenance Dept	Najaf ICT Training Centre
Mohmad Adil Askar	Trainer	Mosul ICT Training Centre
Ahmed Rajab Khalel	Trainer	Mosul ICT Training Centre
Oezian Abd al Rahem	Trainer	Erbil ICT Training Centre

Table 5: Structured interviews with MoE core team trainees

Name	*Team*	*Location*
Ahlam Salomi	ICDL	Baghdad
Faiza Abdul Mahdi	ICDL	Baghdad
Mohamed Jwad	e-content development	Baghdad
Amer Jamal Hamed	ICDL	Najaf
Haidar Abd al Amer	ICDL	Najaf
Kareem al Karem	ICDL	Basrah
Alaa Ja'afar	ICDL	Basrah
Majed Sa'adon	ICDL	Basrah
Sara Abd Allah	ICDL	Basrah
Shayma Mohsen	ICDL	Basrah
Lamis Mohamed Abd al Ritha	ICDL	Basrah
Mohamed Rathi	ICDL	Basrah
Dina Adnan	ICDL	Basrah
Amer Jamal Hamad	e-content development	Basrah
Haider Abd al Amer	e-content development	Basrah

Fawz Al Azo	ICDL	Mosul
Rafa'a Al Mima	ICDL	Mosul
Abdullah Younis	ICDL	Mosul
Sharif Shaker	ICDL	Mosul
Ahmed Abd Mohamed	ICDL	Mosul
Younis Thanoon	ICDL	Mosul
Nair Shet Ahmad	ICDL	Mosul
Safa'a Mohamed	ICDL	Mosul
Abd al Jabar	ICDL	Mosul
Ahmed Latif	ICDL	Mosul
Measer Mohamed	e-content development	Mosul
Safa Sabah	e-content development	Mosul
Zuhair Mohamed Abdulla	ICDL	Erbil
Zuhair Mohamed Abdulla	e-content development	Erbil

Table 6—Structured interviews with pilot school principals

Name	Name-Type of School	Location
Ms Nawal Gate Flaeh	Al Fadhela School for Girls	Baghdad
Mr Basim Al Sudani	Saif al Dawla School for Boys	Baghdad
Ms Firyal Wafi	Al Ma'ali School for Girls	Basrah
Mr Husain Zaalan Katea	Al Kifah Secondary-Boys	Basrah
Ms Suhaila Abbas	Al Sajidat School for Girls	Najaf
Mr Hamed Mohamed Al Sarraf	Shaik Almufed Secondary-Boys	Najaf
Ms Huda Jar Allah	Al Sham Secondary-Girls	Mosul
Mr Hashim Ahmed	Dar al Salam Secondary-Boys	Mosul
Ms Hero Talaat Nuri	Hulala Secondary-Girls	Erbil
Ms Najar Hussain	Kurdistan Secondary-Boys	Erbil

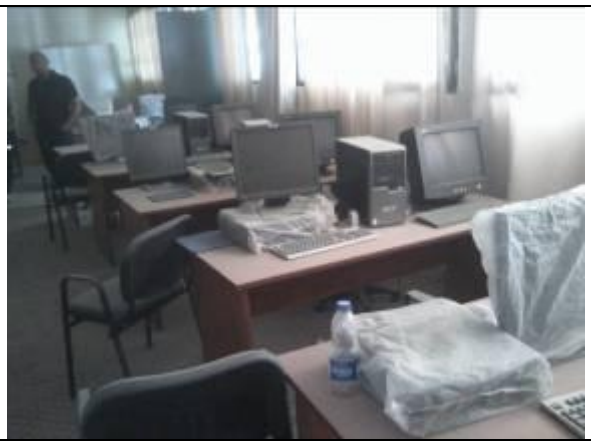
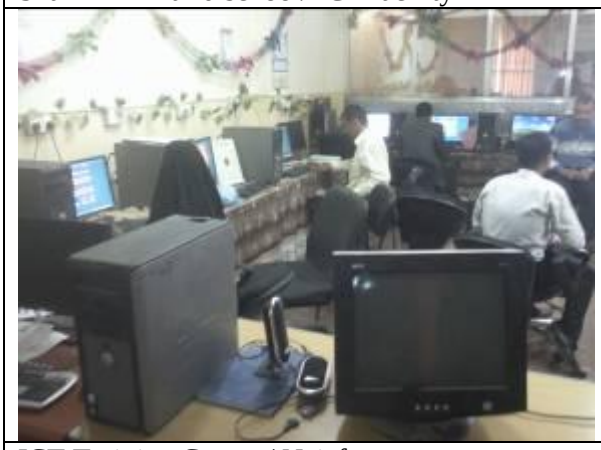
Table 7-Student Focus Group

School	Location	Number of students in focus group	Comment
Saif al Dawla School for Boys	Baghdad	9	Responses refer to 2009-2010 as ICT lab is at present closed due to damage to ceiling
Al Ma'ali School for Girls	Basrah	10	Students use ICT facilities for Computer class only, not for subject classes
Al Kifah Secondary-Boys	Basrah	10	ICT facility is not being used by students or teachers
Al Sham Secondary-Girls	Mosul	8	ICT facility used in 2009-2010 but is not being used at present "because there is no instruction from the DoE to use it"
Dar al Salam Secondary-Boys	Mosul	18	ICT facility used in 2009-2010 but is not being used at present "because there is no instruction from the DoE to use it"

ANNEX D: Project's Pictures:

Najaf:

	
Al Sajidat school	Al Sajidat school / ICT facility from outside
	
Al Sajidat school /ICT facility	Al Sajidat school /ICT facility
	
Shaikh Al Mufid school	Shaikh Al Mufid school/ ICT facility

	
Shaikh Al Mufid school/ ICT facility	Shaikh Al Mufid school/ ICT facility
	
ICT Training Centre / Najaf	ICT Training Centre / Najaf

Mosel:

	
Al Sham school	Al Sham school

	
Dar Al Salam school	Dar Al Salam school
	
ICT centre	ICT centre
	
ICT centre	ICT centre

	
ICT centre	ICT centre

Basra:

	
Al Kifah Secondary school/ICT facility	Al Kifah Secondary school/ICT facility
	
Al Kifah Secondary school/ICT facility	Al Kifah Secondary school/ICT facility

	
Al Maali secondary school/ ICT facility	Al Maali secondary school/ ICT facility
	
Al Maali secondary school/ ICT facility	Al Maali secondary school/ ICT facility
	
ICT centre – Basra	ICT centre – Basra

	
ICT centre – Basra	ICT centre – Basra
	
ICT centre – Basra	ICT centre – Basra
	
ICT centre – Basra	ICT centre – Basra

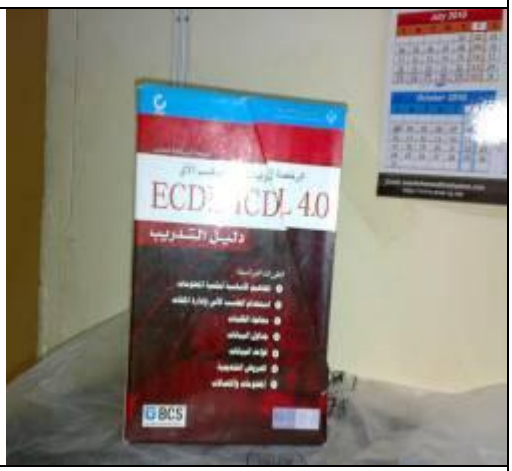
Baghdad:

	
Al Fadhelah school-ICT facility	Al Fadhelah school-ICT facility used by DoE taff
	
Al Fadhelah school- ICT facility / battery	Al Fadhelah school- ICT facility /smart blackboard
	
Al Fadhelah school- ICT facility / Server	Al Fadhelah school- ICT facility

	
Saif Al Dawla school-ICT facility	Saif Al Dawla school-ICT facility
	
Saif Al Dawla school-ICT facility	Saif Al Dawla school-ICT facility
	
Saif Al Dawla school-ICT facility	Saif Al Dawla school-ICT facility

	
Saif Al Dawla school-ICT facility	Saif Al Dawla school-ICT facility
	
E-Caravan –Saif Al Dawla school	E-Caravan –Saif Al Dawla school
	
E-Caravan –Saif Al Dawla school	E-Caravan –Saif Al Dawla school

	
ICTDC centre-one of the supplied air cooler	ICTDC centre in Palestine street
	
ICTDC centre-supplied battery in Palestine street	ICTDC centre in Palestine street
	
ICTDC centre in Palestine street	ICTDC centre in Palestine street

	
ICTDC centre in Al Atefia near Saif Al Dawla school	ICTDC centre in Al Atefia near Saif Al Dawla school
	
ICTDC centre in Al Atefia near Saif Al Dawla school	ICTDC centre ICTDC centre
	
ICTDC centre in Al Atefia near Saif Al Dawla school from outside	Training curriculum

	
ICTDC centre in Al Atefia near Saif Al Dawla school / Laptop carts	ICTDC centre in Al Atefia near Saif Al Dawla school / Laptop carts

Erbil:

	
Kudistan school –ICT facility used as classroom	Kudistan school –ICT facility used as classroom
	
Kudistan school –ICT facility	Kudistan school –ICT facility

	
Kudistan school –ICT facility	Kudistan school
	
Halala school-ICT facility	Halala school-ICT facility
	
Halala school-ICT facility	Halala school-ICT facility

	
Halala school-ICT facility	Halala school-ICT facility
	
Halala school-Old school Lab	Halala school-Old school Lab
	
Halala school-Old school Lab	Halala school-Old school Lab

	
ICT center	ICT center
	
ICT center	ICT center

ANNEX E: Field Evaluation Guidelines

Form 1:

Structured Interview with Ministry of Education staff involved in management/implementation of Project B1-26: ICT in Education in Iraq

Structured interviews should be conducted with all MoE managers/directors (Central, Erbil, pilot governorates) who were involved in the implementation of Project B1-26. This should include department managers/directors of ICT, Curriculum, Teacher Training, MoE staff training, procurement, etc.

Name of MoE official: _____ Date: _____

Position in MoE: _____ Department: _____

Work location: _____

Name of Interviewer: _____

Please describe your role in implementing the "ICT in Education in Iraq" project, explain what specific areas you were involved with, and include the dates that you were involved:

Did you benefit from a training activity during the project? ____yes ____no If 'yes', please describe your training experience:

Ask the interviewee to read through the following outcomes and outputs of the Project:

Outcome 1: To reorient Iraqi educational policy & strategies to maximize the effectiveness of the use of ICT in Education (UNESCO)

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 and e-staring and exchange procedures for knowledge and resources developed (for key personnel in MoE)

Outcome 2: To build sustainable capacity in the MoE in Iraq to develop ICT-based curriculum, instruction, learning and assessment (UNESCO)

Output 2.1—A core group of trainers selected by the MoE to become training instructors for ICDL trainers

Output 2.2—a core group of trainers selected by the MoE to be trained on e-content development and management in preparation for the establishment of the ICT Development

Centre (ICTDC)
Outcome 3: To upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning—Physical Resources Component (ESCWA) *Output 3.1*—Establish and make operational one ICT Development Centre (ICTDC) in Baghdad and five ICT Training Centres (ICTTC) in five Governorates *Output 3.2*—Set up ten schools for leading the incorporation of "ICT in Education" into the Iraqi school curriculum (one school for boys and one school for girls in five governorates to be selected in consultation with MoE) *Output 3.3*—One mobile ICT training laboratory (E-Caravan) and 10 mobile laptop carts built and mobilized to train teachers in remote areas in the five governorates

1. Introduction

1.1 What are the specific needs that this project addressed?

1.2 How were these needs identified?

1.3 Who are the major beneficiaries?

2. Efficiency

2.1 Have the project outputs been delivered in a timely manner? ___yes ____no ___don't know
Please explain:

2.2 Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity? ___yes ____no ___don't know
Please explain:

2.3 Have UN-ESCWA's/UNESCO's organizational structure, managerial support and coordination mechanisms effectively supported their delivery? ___yes ____no ___don't know

Please explain how:
2.3a Organizational structure supported delivery:

2.3b Managerial support contributed to delivery:

2.3c Coordination mechanisms supported delivery:

3. Effectiveness

3.1 What has been the progress made towards achievement of the expected outcomes and expected results?

3.2 What are the reasons for the achievement or non-achievement?

3.3 To what extent have beneficiaries been satisfied with the results?

3.4 Is the programme cost-effective, i.e., could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms? ___yes ____no ___don‘t know
Please explain:

3.5 Does the programme have effective monitoring mechanisms in place? ___yes ____no ___don‘t know
If ‘yes’, please describe these monitoring mechanisms

4. Relevance

4.1 Did the programme objectives address identified needs of the target group(s)? ___yes ____no ___don‘t know
Please explain

4.2 Did the project activities address the problems identified? ___yes ____no ___don‘t know
Please explain:

4.3 Were the beneficiaries to training able to apply their new knowledge and skills effectively in their MoE workplace? ___yes ____no ___don‘t know
Please explain:

5. Impact

5.1 In what ways—socially, economically, politically, environmentally and attitudinally—has the project impacted the intended beneficiaries and other stakeholders?
Social benefits =

Economic benefits =

Environment benefits =

Attitudinal benefits =

5.2 To what extent can the changes that have occurred as a result of the programme be identified and measured?

Explain what changes have been identified:

How have these changes been measured?

6. Sustainability

6.1 Are the activities stated in the program sustainable after the cessation of UN-ESCWA/UNESCO support? ___yes ____no ___don‘t know

If ‘yes’, please explain how they will be sustained:

6.2 How has the MoE arranged for sustainability or cost sharing to ensure that MoE staff, teachers and students will continue to benefit from the training programs and ICT facilities?

Please explain:

6.3 Do the beneficiaries continue to benefit from the program? ___yes ____no ___don‘t know

Please explain how they are still benefiting:

6.3 What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time?

Please explain how benefits are being maintained:

6.4 Is the project supported by local institutions and integrated with local social and cultural conditions? ___yes ____no ___don‘t know

Please explain what local institutions support the project

How has it been integrated with local conditions?

6.5 What is current status of the project ICT components?

6.6 Are training functions and ICT facilities still maintained? ___yes ____no ___don‘t know

Please explain:

6.7 Who has been responsible for the management and oversight of the ICT facilities after the project closure?

6.8 How far can the project activities be sustained from MoE resources – financial, materials and human?

6.9 What is current status of services provision in the selected facilities? ___yes ____no ___don’t know

6.10 Has the service provision been affected (negatively or positively) after the end of the project cycle and why?

6.11 Has the project resulted in knowledge transfer from those who were trained and capacitated in different competencies and how?

6.12 How did the MoE address the issues of security related to the project during the implementation phase?

6.13 What risk mitigation measures were undertaken and how successful were they?

6.14 Are there any ongoing security issues regarding the ICT facilities created during the project?

7. Challenges Faced and Lessons Learned

7.1 What were the problems that you faced in working with this project?

7.2 How did you overcome these problems?

7.3. What are the good practices that have resulted from this project? Please explain by using examples.

7.4 What are the 'lessons learned' that you can identify after working with this project?

7.5 What suggestions for improvement or recommendations do you have regarding the implementation of the ICT project and the results?

7.6 What are some specific recommendations to be considered when designing similar projects in the future?

8. Operational Effectiveness

8.1 What have been the specific benefits of the project to different beneficiary groups including men, women, children, and youth and marginalized population groups?

8.2 How did the project activities take gender issues into consideration?

8.3 Explain how gender balance and women's involvement were included in all of the project stages, including

- pre-analysis:
- design:
- implementation:
- assessing project outcomes (development objectives) on women:

8.4 How the project has contributed to national priorities as identified in the Iraq National Development

Strategy (NDS), and the Millennium Development Goals (MDGs)?

8.5. Are there any unintended positive or negative results of the project and how are those perceived by the stakeholders?

9. National Ownership

9.1 How did this project define and promote ownership by GoI/MoE?

9.2 What arrangements were made to ensure government ownership of the project?

9.3 Was there any co-financing or cost sharing? _____yes ____no
If 'yes', please explain:

If 'no', please explain why not and what efforts were made towards it?

10. Accountability

10.1 Was the project results framework clear, logical and focused? ___yes ____no ___don't know
Please explain:

10.2 What monitoring arrangements were put into place?

10.3 What were the key challenges to monitoring the project?

How were these addressed by the project team?

10.4 Were adequate resources made available to support M&E at the various levels? ___yes ____no ___don't know
Please explain:

10.5 What monitoring data was used for reporting?

10.6 How was the MoE involved in the monitoring of the project?

11. Results and Achievements

11.1 Have some activities been more successful than others?
Please explain

11.2 How did the project address capacity development of MoE?
Please explain

11.3 What have been the improvements in MoE capacity as a result of this project?
Please explain

11.4. What has been the level of improvement of MoE staff skills as a result of this project? Please explain

11.5 What are the most notable achievements of this project?

11.6 How did the project contribute to national priorities as identified in the Iraq National Development Strategy (NDS), and the Millennium Development Goals (MDGs)?

11.7 How did the implementation of this project contribute to strengthening the role of UNESCO and UN-ESCWA?
Please explain

12. Other Comments and/or Suggestions

Please make any other comments or suggestions regarding this project that you feel are relevant

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Form 2

Consultation Interview with UNESCO and UN-ESCWA implementing and managing staff for Project B1-26

Implementing Partner interview should be conducted with all relevant UNESCO and UN-ESCWA staff that were involved in the project design, management, implementation, monitoring and development of sustainability/hand-over procedures.

Name of UN official _____ Date: _____

Position: _____ Location; _____

Please describe your role in the design, management, implementation and/or development of sustainability/hand-over procedures at end-of-project.

Indicate the dates of your involvement:

Project Operational Effectiveness

1. Alignment and Harmonization

1.1 How was the project designed?

1.2 Was any assessment undertaken to inform programming? ___yes ____no ___don‘t know

1.3 What has been the contribution of peer review and/ or SOTs to programme planning and design?

1.4 What efforts were made to ensure alignment between the project and national priorities?

1.5 How did the project contribute to national priorities and the ICI benchmarks?

1.6 How did the GoI/MoE facilitate alignment between the intended project results and the national priorities?

1.7 What was the role of Sector Outcome Team (SOT) structures in contributing to project planning, implementation, monitoring and reporting?

1.8 What were the key challenges? How were these challenges addressed?
1.9 What existing or available national structures/ processes/ mechanisms were used in support of planning, implementation, management and monitoring of the project?

1.10 What was the role of donors in project design and planning?

2. Management of Development Results

2.1 To what extent did the project integrate the principles of RBM?

2.2 What were the key management challenges and how were these challenges addressed?

2.3 What level of Government of Iraq/MoE participation/ ownership was secured and maintained during project design? How was this accomplished?

2.4 What were the major constraints/bottlenecks to effectively implementing joint/integrated programming?

2.5 How did the project address the relevant crosscutting issues? What were the key issues in integrating crosscutting issues?

2.6 Did the project undertake a proper risk analysis, risk monitoring and management of risk?

2.7 What risk mitigation strategies were developed and implemented?

2.8 Did the project have any clear exit strategy? What arrangements were made to sustain project operational and programmatic structures?

2.9 What was the level of GoI/MoE cost sharing, co-financing or financial contribution?

3. Capacity Development Approach

3.1 How did the project address capacity development of national partners?

3.2 How were the capacity gaps identified and by who? Was any capacity assessment undertaken? If not, why?

3.3 What specific capacity development approaches did the project employ?

3.4 What were the strengths and weaknesses of these approaches?

3.5 What instruments were used to monitor capacity development and what arrangements were made to ensure the sustainability of developed capacities?

4. National Ownership

4.1 How did the project define and promote GoI/MoE ownership?

4.2 What arrangements were made to ensure government ownership of the project?

4.3 How was the GoI/MoE engaged during the transition or hand-over phase?
4.4 Was there any co-financing? If not, why and what efforts were made towards it?

5. Accountability

5.1 Was the project results framework clear, logical and focused?

5.2What monitoring arrangements were put in place?

5.3 What were the key challenges regarding monitoring? And how did the project team address those?

5.4 Were adequate resources made available to support M&E at the various levels?

5.5 What monitoring data was used for reporting? How was it collected, maintained and utilized?

5.6 How were the national partners involved in the M&E of the project?

5.7 Were any joint M&E initiatives (involving one more UN agencies and national partner/s) undertaken?

5.8What systems were put in place to monitor the project remotely?

5.9 What have been the key challenges in monitoring and evaluation of the project?

5.10 How did the project address the issue of donor visibility? If not addressed, why?

6. Realization of development results (institutional and behavioral changes resulting from the project)

6.1 What have been the specific benefits of the project to different beneficiary groups including men, women, children, youth and marginalized population groups?

6.2 How did the project contribute to national priorities as identified in the Iraq National Development Strategy (NDS), and the Millennium Development Goals (MDGs)?

6.3 Were there any unintended positive or negative results of the project, and how are those perceived by

the stakeholders?

6.4 How was gender balance and women's involvement addressed in all project stages including pre-analysis, design, implementation, in addition to assessing project outcomes (development objectives) on women?

7. Partnerships

7.1 Who were the partners in this project? How were they selected? Did the project forged new partnerships or strengthen existing partnerships? Please explain.

7.2 What factors hindered or fostered effective partnership development?

7.3 To what extent did the project contribute to capacity development of the involved partners?

8. Lessons learned and good practices

8.1 What are the good practices that have resulted from this project?

8.2 How and why can some these practices be identified as a 'good practice'? Please explain with examples.

8.3 What are the key lessons learned from the project implementation? What recommendations could benefit similar projects implemented in comparable situations?

8.4 Are there any specific recommendations to be considered when designing similar projects in the future?

9. Sustainability

9.1 Are the activities stated in the program being sustained after the cessation of UN-ESCWA/UNESCO support? ___yes ____no ___don't know

If 'yes', please explain the plan developed with MoE for sustainability:

9.2 How has the MoE arranged for sustainability or cost sharing to ensure that MoE staff, teachers and students will continue to benefit from the training programs and ICT facilities?
Please explain:

9.3 Do the beneficiaries continue to benefit from the program? ___yes ____no ___don 't know
Please explain how they are still benefiting:

9.4 What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time?
Please explain how benefits are being maintained:

9.5 Was the project supported by local institutions and integrated with local social and cultural conditions? ___yes ____no ___don‘t know

Please explain what local institutions support the project

How were project activities integrated with local conditions?

9.6 What arrangements were made with GoI/MoE regarding funding, cost-sharing, and financial support to ensure that the ICT facilities and the training programs would be sustained?

9.7 What are the security issues that could affect the sustainability of the project benefits?
Other comments or suggestions:

Please make any other comments or suggestions that you feel would benefit the evaluation of the project.

Form 3—School Visit: Interview with School Principal

Name of School: _____ for ____Girls/____Boys

Name of Principal: _____ Date: _____

Name of Interviewer: _____ Location of school: _____

*(**Note:** Please encourage the Principal to include an assistant or the ICT facilities manager in the interview if he/she feels it would be helpful)*

1. School Data:

1.1 Number of teachers at the school:

Female	Male	Total

Number of teachers who participated in the Blended Learning workshops:

Female	Male	Total

1.2 Grade levels: from grade _____ to grade _____

1.3 Number of students at the school

Female	Male	Total

1.4 Number of teachers who received training in Blended Learning for using e-content materials

Female	Male	Total

1.5 Have any of your teachers completed the ICDL training and received certification? ____yes ____no

If yes, please give numbers

Female	Male	Total

1.6 Please list the subjects, grades, and number of teachers who use the ICT facility and e-content materials

Subject	Grade level	Female	Male	Total

2. Please explain how was your school chosen to be one of the pilot schools for the ICT?

3. What was the date that your school's ICT facility became operational?

4. How has your school benefited from receiving the ICT facilities?
5. How have your teachers benefited from attending the training in Blended Learning?

6. What improvements have you observed as a result of the teacher training?

7. Do you encourage the teachers work together to share ideas about teaching in the ICT lab? ____yes ____no

Please give some examples of how they do this:

8. How have the students benefited from using the ICT lab for their subject studies?

9. What has been the students' reaction to using the ICT lab for blended learning activities in their subject studies?
10. What are the problems that you have encountered with using the ICT facilities?

11. How are you addressing these problems?

12. How many staff work in the ICT facility? _____ What training did the staff receive?

13. Have you received any feedback from parents regarding the students' use of the ICT lab for subject studies? ____yes ____no. If yes, please give examples of this feedback:

14. Have the teachers had any problems using the ICT lab for blended learning? ____yes ____no
If yes, please give examples of these problems:

15. Have the students had any problems using the ICT lab for blended learning? ____yes ____no
If yes, please give examples of these problems:

16. Was the training that the teachers received sufficient? ____yes ____no

If no, what further training is needed?

17. Who is responsible for the upkeep and maintenance of the ICT facility?

18. Have you had any problems with the upkeep or maintenance of the ICT facility? ____yes ____no
If yes, please explain these problems:

19. What recommendations or suggestions do you have to improve the use of the ICT facility?

20. Do you feel that the students learn more effectively using the ICT lab and blended learning? ____yes ____no
If 'yes', please give some examples of this more effective learning:

Form 4

Focus Group Discussion with teachers who completed the Blended Learning training course at the ICT Centres in 2009 (45-60 minutes)

The purpose of the focus group discussion is to get feedback from the subject teachers who attended the Blended Learning workshops in November/December of 2009 and who have used the ICT facility to teach their subjects.

Please ask the Principal to assist you in choosing a group of teachers (from 10 to 15) and make sure that they are representative of all of the subjects and grade levels using blended learning and e-content activities.

Make-up of the Focus Group: Please record the following data regarding the teachers in the focus group:

Subject	Grade level	Female	Male	Total number

Explain to the teachers the purpose of the focus group is to get their feedback regarding their training in blended learning, the e-content activities, and using the ICT lab with their students.

They will be asked both open-ended opinion questions, and closed questions asking for a rating. For the open-ended questions, the interviewer will write down three or four responses; for the closed questions, the interviewer will ask for a show of hands for each rating, and mark the number of teachers choosing each rating. Teachers can give comments on that item. Please stress to the teachers that it is important that they give an honest opinion so that the information can be used to improve future training and ICT projects.

1. How do the teachers rate the CONTENT (ideas and training topics) of the training course?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

2. How do the teachers rate the TRAINING MATERIALS that were used in the training?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

3. How do the teachers rate the FORMAT (learning activities used, level of participation, hands-on activities, etc) of the training?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

4. How do the teachers rate the TRAINER that they had?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

5. How do the teachers rate the training course in preparing them to use the ICT facilities at their school?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

6. How do the teachers rate the training course in preparing them to use e-content in teaching their subject?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

7. How would the teachers rate their training course OVERALL?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

8. What have been some of the positive experiences in using the ICT facility to teach your subject?

9. What have been some of the problems you faced?

10. How would you rate your students' reaction to using the ICT facilities for blended learning?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

11. How would you rate the quality of the e-content activities in your subject?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

12. What are some ways that using the ICT facility could be made easier for you and your students?

13. HOW OFTEN do you use the ICT facilities to teach a class using blended learning?

_____ Every day
_____2 or 3 times a week
_____once a week
_____once every two weeks
_____once every 3 weeks
_____once a month
_____less than once a month

14. What suggestions do you have about using ICT facilities, blended learning and e-content to teach your subject?

15. What suggestions do you have regarding improving the Blended Learning training course?

16. How would you rate the support that you have received at your school and from the ICT staff in using the ICT facilities for teaching your subject?

Excellent	Good	Average	Poor	= Total

Teachers' comments:

17. Have you had the opportunity to provide feedback to MoE e-content developers regarding the e-content activities? ___yes ___no

Please make any other comments or suggestions regarding your experiences using the ICT facilities at your school and blended learning in your teaching:

Form 5

Questionnaire Survey for Teachers Using ICT and Blended Learning who did NOT attend the Focus Group Discussion

The purpose of the questionnaire survey is to get feedback from the teachers at the school who attended the BLENDED LEARNING TRAINING COURSE in 2009 and who use the ICT facilities to teach their subjects but who did NOT attend the focus group. This will enable them to have input into the evaluation. The questionnaire survey items are the same closed questions that the teachers in the focus group are asked to rate.

The teachers should NOT put their names on the questionnaire.

School name: _____ Location: _____

What subject(s) do you teach?

_____

Read each question and then check (√) the rating that best expresses your opinion and feelings

Question	*Excellent*	*Good*	*Fair*	*Poor*
1. How would you rate the CONTENT (ideas and training topics) of the training course?				
2. How would you rate the TRAINING MATERIALS that were used in the training?				
3. How would you rate the FORMAT (learning activities used, level of participation, hands-on activities, etc) of the training?				
4. How would you rate the TRAINER that they had?				
5. How would you rate the training course in preparing you to use the ICT facilities at you school?				
6. How would you rate the training course in preparing you to use e-content in teaching your subject?				
7. How would you rate the Blended Learning training course OVERALL?				
8. How would you rate your students' reaction to using the ICT facilities for blended learning?				
9. How would you rate the quality of the e-content activities in your subject?				
10. How would you rate the support that you have received at your school and from the ICT staff in using the ICT facilities for teaching your subject				

How often do you use the ICT facilities at your school to teach a class using blended learning?

_____ every day
_____2 or 3 times a week
_____once a week
____once every two weeks
____once every three weeks
____once a month
____less than once a month

Additional comments/suggestions:

Form 6

Checklist for School ICT Facility and Photo Record

Instructions: Complete this Checklist in the School ICT facility with the ICT manager or technician. Try to arrange your visit at a time when the ICT facility is being used for a class taught by one of the teachers who attended the Blended Learning Workshop.

Photo Record: Please make a photo record of the ICT facility showing all of the equipment provided by the Project, resources and materials, and if possible, photos of a teacher and students using the ICT facility.

Name of School: _____ Location: _____

1. On what date did the ICT facility become operational? _____

2. Please list the title of each ICT staff member:

Title	*Female*	*Male*	*Total*

3. Did the staff receive training during the Project to operate the ICT facility? ____yes ____no

4. If 'yes', please describe the training received:

Title	*Length of training = total hours*	*Briefly describe training*

5. Please list the equipment that was supplied to the school for an ICT facility as part of the Project and rate the condition of the equipment at present

Type of equipment	*Number of items*	*General Condition*		
		Good	*Average*	*Poor (not working)*

Type of equipment	***Number of items***	***General Condition***		
		Good	***Average***	***Poor (not working)***

6. Are all of the computers working in the ICT facility? ____yes ____no
If no, what is the problem?

7. Please describe the system that teachers use for reserving the ICT facilities for teaching a class.

8. How are the records of daily use of the ICT facility kept by the staff?

9. Please ask to review the records to see:
How many hours on average is the ICT facility used every day? _____

How many hours on average is the ICT facility used every week? _____

10. Was the ICT facility in use during your visit? ____yes ____no
If 'yes', please describe activity (subject, grade level, number of students, types of learning activities, etc.)

If no, why is ICT facility not being used at present?

11. What suggestions does the ICT manager/technician have to improve the operation of the facility?

12. What suggestions does the ICT manger/technician have for further staff training?

Form 7

Focus Group—Students who have used the ICT facility for subject classes

Instructions: Choose at random a group of 8 to 10 students who have used the ICT facility for subject classes at least two or three times. If there is a class of students in the ICT facility during your visit, use this group of students

Data on Student Focus Group

Subjects Studied in ICT Facility	***Grade Levels***	***Female***	***Male***	***Total Number***

1. What do you like most about using the ICT facilities and e-content learning?

2. What difficulties do you have using the ICT facilities and e-content learning?

3. Overall, how would you rate your learning experience in the ICT facility?

Excellent	Good	Average	Poor	= Total

4. What suggestions do you have to make using the ICT facility and e-content activities better and more interesting?

Form 8

Checklist Regarding ICT Facilities (ICT Development Centre, ICT Training Centres + Mobile Laptop Carts)

Instructions: Use this checklist when visiting the ICT DC in Baghdad, the 5 ICT TCs in the governorates)

Photo Record: Please make a photo record of all equipment provided to the ICT DC, the ICT TCs, including the mobile laptop carts in each ICTTC

Name of Facility Visited: _____

Location: _____ Date: _____

Name of Facility Manager: _____

Name of Interviewer: _____

1. On what date did the facility become operational? _____

2. How many staff work full-time at the Facility? _____

3. Please list the title of each ICT staff member:

Title	***Female***	***Male***	***Total***

4. Did the staff receive training during the Project to operate the ICT facility and use the software? ____yes ____no

5. was the training satisfactory? ____yes ____no
If no, please explain why:

If 'yes', please describe the training received:

Title of training	***Length of training = total hours***	***Briefly describe training***

6. Please list the equipment that was supplied to the facility as part of the Project and rate the condition of the equipment at present

Type of equipment	***Number of items***	***General Condition***		
		Good	***Average***	***Poor (not working)***

7. How many training courses have been offered at the Facility since it became operational?

8. About how many MoE staff/teachers have received training at the Facility?

9. Please provide specific information regarding training courses and trainees:

Name of ICT Facility: _____

Name of Training Course offered	***Dates:***	***Length of training***	***Data on Trainees***			***Position of Trainees***
			Female	***Male***	***Total***	

10. What MoE department is responsible for upkeep, repair and replacement of equipment, and supplies for the ICT?

11. Have you had any problems with maintenance or replacement of equipment? ____yes ____no
If 'yes', please explain

12. Have you had any problems with supplies for the ICT facility? ____yes ____no
If 'yes', please explain

13. is there a training course being offered at the ICT facility at present? ____yes ____no
If 'no', why not

14. When is the next training course scheduled? Who are the trainees?

15. Is the ICT facility available for training for MoE staff in general? ____yes ____no

16. Is the ICT facility available for training staff from other ministries? ____yes ____no

17. is the ICT facility available for training members of the community on a 'for profit' basis? ?____yes ____no

18. What are the problems you have faced since the ICT centre became operational?

19. How have you resolved these problems?

20. What are some of the ongoing problems that you have?

21. What recommendations do you have for improving the operation of the ICT facility?

Section B: Mobile ICT Carts—For ICT Training Centres only

B1. How have the mobile ICT training centres been used to train teachers in remote areas?

B2. Please describe how the carts have been used and in what locations:

B3. Who are the primary beneficiaries of the mobile laptop carts?

B4. Who is responsible for scheduling the use of the mobile laptop carts?

B5. Where are the mobile ICT cars located at present?

B6. Are all of the 10 laptop computers in good working order and still part of the mobile cart? If not, please explain:

B7. Please provide the following data on the mobile laptop carts

Data on mobile laptop carts

Location	*Dates used*	*Describe how this cart has been used: (training, orientation, etc)*	*Length of training activities*	*Beneficiaries of Laptop Carts*			*Position of Beneficiaries*
				Female	*Male*	*Total*	

B8. What problems have you had with the mobile laptop carts?

B9. What suggestions do you have to improve use of the mobile laptop carts?

Other comments and suggestions regarding the operation of the ICT facility or use of the mobile laptop carts:

Form 9

Checklist for Mobile ICT Training Laboratory—E-Caravan

Instructions: Use this Checklist when visiting the E-Caravan in Baghdad
Photo Record: Please make a complete photo record of the E-Caravan facilities and location.

Location of E-Caravan: _____Date: _____

Name of Caravan Manager: _____

Name of Interviewer:_____

1. On what date did the facility become operational? _____

2. How many staff work full-time at the Facility? _____

3. Please list the title of each ICT E-Caravan staff member:

Title	***Female***	***Male***	***Total***

4. Did the staff receive training during the Project to use the E-Caravan equipment and software?
____yes ____no

5. was the training satisfactory? ____yes ____no
If no, please explain why:

6. Who is responsible for providing supplies for the E-Caravan, and for the maintenance, repair and replacement of E-Caravan equipment?

7. Is the E-Caravan being adequately supported by MoE in order to serve as a training facility?
____yes ____no

If no, please explain the problems

8. Please list the equipment that was supplied to the facility as part of the Project and rate the condition of the equipment at present

Type of equipment	***Number of items***	***General Condition***		
		Good	***Average***	***Poor (not working)***

Type of equipment	***Number of items***	***General Condition***		
		Good	***Average***	***Poor (not working)***

9. How many training courses have been offered at the E-Caravan since it became operational?

10. About how many MoE staff/teachers have received training at the E-Caravan

11. Please explain the process of planning for E-Caravan courses and for identifying teacher trainees

12. Please provide specific information regarding training courses and trainees:

E-Caravan Training Courses

Name of Training Course offered	***Dates:***	***Length of training***	***Data on Trainees***			***Position of Trainees***
			Female	***Male***	***Total***	

13. What are the problems you have faced since the E-Caravan became operational?

14. How have you resolved these problems?

15. What are some of the ongoing problems that you have?

16. What recommendations do you have for improving the operation and efficiency of the E-Caravan?

17. Other comments or suggestions:

Form 10

Structured Interview with MoE Core Teams: One Core Team trained as training instructors for ICDL and the Second Core Team to be trained on e-content development and management

Structured interviews should be conducted with all members of both core teams involved in both training sessions.

A. Group One: Training Instructors for ICDL Trainers (interview with trainers)

Information on Group One: Get background information on this group of trainers

Group One: Training Instructors for ICDL Trainers

MoEd Position + department	*Location*	*Length of training (hours, days)*	*Dates of training*	*Data on Participants*		
				Female	*Male*	*Total*

A1. How many groups of trainers for ICDL have been trained by the core group?

A2. How many ToTs have been offered since the core group was trained? (ask each participant how many ToTs he/she has conducted)

A3. How do the trainers rate the CONTENT (ideas and training topics) of their training course?

Excellent	Good	Average	Poor	= Total

Trainer comments on the content of the training:

Suggestions for improvement/changes

A4. How do the trainers rate the TRAINING MATERIALS that were used in their training?

Excellent	Good	Average	Poor	= Total

Trainers' comments, suggestions for changes:

A5. How do the trainers rate their OVERALL PREPARATION to become trainers for ICDL trainers?

Excellent	Good	Average	Poor	= Total

Trainers' comments and suggestions for changes:

A6. What suggestions do the trainers have for improving the MoE's ICDL training plan?

A7. What are the problems that the trainers have encountered when training MoE staff as ICDL trainers?

How have they overcome these problems?

A8. Other comments and suggestions regarding ICDL training:

B. Group Two: Training for e-content development and management (interview with e-content developers)

Information on Group Two: Get background information on this group of e-content developers

Group One: E-content development and management

MoEd Position + department	***Location***	***Length of training (hours, days)***	***Dates of training***	***Data on Participants***		
				Female	***Male***	***Total***

B1. How would you rate the CONTENT of the training course?

Excellent	Good	Average	Poor	= Total

B2. What problems did you have during your training?

B3. How could the training be improved?

B3. Did the training support the overall goals of preparing you for developing e-content activities and resources? ____yes ____no

Please explain:

B4. How many e-content activities and materials have been developed? (by subject and grade level)?

B5. How are the e-content activities and resources related to the curriculum of each subject?

B6. How would you rate the TRAINING MATERIALS that were used in your training?

Excellent	Good	Average	Poor	= Total

Comments, suggestions for changes:

B7. How do you rate your OVERALL PREPARATION to become-content developers?

Excellent	Good	Average	Poor	= Total

Comments and suggestions for changes:

B8. What suggestions for change or improvement do you have regarding e-content development at MoE?

B9. Have you received feedback from the teachers regarding the e-content materials? ___yes ___no
If yes, please describe the feedback and how you have used this information.

Other comments and suggestions for improving the process of developing e-content?

Form 11

Structured interview with MoE staff trained in Awareness Raising Workshop for ICT— preparation for ICDL training course

Instructions: In December 2009, 1500 MoE staff completed a training workshop in "ICT Awareness" in preparation for taking the ICDL course

Interview with participants in this workshop in each governorate, to discuss the following questions:

Location: _____ Date: _____

Name of Interviewer: _____

Data on focus group participants

MoEd Position + department	***Location***	***Data on Participants***		
		Female	***Male***	***Total***

1. What were the benefits of the training workshop on ICT?

2. How many members of the group went on to take the ICDL training? _____
If any took ICDL, how many successfully completed all of the modules? _____
3. How many members of the group use a computer every day at work? _____

4. How would you rate the CONTENT (ideas and training topics) of the training workshop?

Excellent	Good	Average	Poor	= Total

Comments:

5. How would you rate the TRAINING MATERIALS that were used in the workshop?

Excellent	Good	Average	Poor	= Total

Comments:

6. How would you rate their training course OVERALL?

Excellent	Good	Average	Poor	= Total

Comments:

7. How would you rate the workshop in providing you with a good background and preparation for the ICDL training?

Excellent	Good	Average	Poor	= Total

Comments:

8. Has the workshop been useful to you at work? ____yes ____no
Please explain

9. What suggestions do you have for further ICT training?

10. Additional comments:

Appendix B: Data needed on Training Activities, Pilot Schools and ICDL

1. Please provide data about the pilot schools:

Name of School	***Governorate***	***Type: Girls or Boys***	***Number of Pupils***	***Data on Participating Teachers at Pilot Schools***			***Date ICT Facility Operational***
				Female	***Male***	***Total***	

2. Please provide data on Blended Learning Training Workshop in Amman (June 2008) and 5 subsequent workshops at ICT Centers in Iraq (November-December 2009)

Number of Teachers Participating

Location	***Data on Participants-number of trainees***			***Length of training (hours/days)***
	Female	***Male***	***Total***	
Amman				
Baghdad-Rasafa				
Baghdad-Karkh 3				
Basra				
Ninewa				
Najet				

Number of Teachers Participating by Subject

Subject	***Data on Participants—number of trainees***		
	Female	***Male***	***Total***
Mathematics			
Physics			
Chemistry			
Biology			
Computer Science			

3. Please provide data on MoE participants to "ICT Awareness Workshop"—December 2009

What was the total number of MoE staff who completed the training workshop? _____

How were the MoE participants chosen?

How long was the training workshop (hours x days = _____ total hours)

Were the participants from a variety of locations? ____yes ___no

Please list numbers of participants from different locations:

MoE Locations	***Data on Number of Participating MoE Staff***		
	Female	***Male***	***Total***

4. ICDL Training

Please provide data on the number of ICDL trainees

Number of MoE staff who began the IDCL training program

Female	**Male**	**Total**

Number of staff who have completed the ICDL program

Female	**Male**	**Total**

5. ESCWA Training

1. Training on installing and administering Windows Server 2003

MoE Position	Work Location	Female	Male	Total

2. Training on operating and managing the E-Caravan

MoE Position	Work Location	Female	Male	Total

3. Training on designing training centres

MoE Position	Work Location	Female	Male	Total

4. Final Coordination Program—Beirut—8 to 10 December, 2010

MoE Position	Work Location	Female	Male	Total

ANNEX F: SOC background:

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

Between 2004 and 2011, SOC successfully performed Monitoring and Evaluation activities on more than 200 programmes and grants on behalf of donors and international organisations in various parts of Iraq including (Baghdad, Basra, Missan, Thi Qar, Mothanna, Qadissiya, Najaf, Babil, Karbala, Anbar, Mosel, Salah El Din, Diyala, Kurkuk, Erbil, Sulaymanyia and Dohuk), the Monitoring and Evaluation activities have been carried out by more than 30 qualified, well trained and professional employees stationed in all the 18 governorates.

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

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