UNITED NATIONS DEVELOPMENT GROUP - IRAQ TRUST FUND

ANNUAL PROGRAMME[1] NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2009

Submitted by: Mr. Tarik Alami, Chief ECRI, UNESCWA ESCWA, Beirut, Lebanon. alamit@un.org	***Country and Thematic Area[2]*** Country: Iraq Thematic Area: Education and Culture

Programme No: B1-26 ***MDTF Office Atlas No:*** 66860 ***Programme Title:*** ICT in Education for Iraq	***Participating Organization(s):*** UNESCWA (lead agency) UNESCO Iraq Office

Implementing Partners: Ministries of Education in Baghdad and Erbil	***Programme Budget (from the Fund):*** *For Joint Programme provide breakdown by UN Organization* UNESCWA : $2,038,192 UNESCO : $1,962,414 Total: $4,000,606

Programme Duration (in months):
<u>Start date[3]</u>: 1 May 2007
<u>End date:</u> 31 July 2010
• *Original end date:* 26 October 2008
• *Revised end date, if applicable* 31 July 2010
• *Operational Closure Date[4], if applicable:*
<u>Budget Revisions/Extensions:</u>
  - *Automatic Extension to 26 April 2009 (approved 10/11/2008)*
  - *Extended to 31 December 2009 (approved 11/02/09)*
  - *Extended to 31 July 2010 (approved 17/11/09)*	

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[1] The term "programme" is used for programmes, joint programmes and projects.

[2] E.g. Priority Area for the Peacebuilding Fund; Thematic Window for the Millennium Development Goals Fund (MDG-F); etc.

[3] The start date is the date of the first transfer of funds from the MDTF Office as Administrative Agent.

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

I. Purpose

- **Provide the main outputs and outcomes/objectives of the programme.**

The project is 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 skills and literacy of MoE staff, teachers and students, the institutional capacity of the MoE will be enhanced to design, develop, and distribute a variety of e-Learning resources, and an accompanying program of teacher professional development to implement such resources.

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

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

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

- **Explain how the Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund.**

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

education at various levels of schooling. This is addressed in all activities of the project that comprise all aspects of the Education Sector. The project focuses 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, Audio Video equipment, and ICDL training materials. The project includes capacity building programmes for school teachers and MoE staff and technicians aiming to upgrade their knowledge and experience. The capacity building programmes also aim to enable the existing educators to meet the full range of diverse needs in the learner population, using ICT in education options. This project fits well within the framework of the Millennium Development Goals. The project aims at reducing poverty by enhancing the quality of education, which will lead to enhanced employment opportunities and income generation (MDG1 T1), including widening employment opportunities to youth (MDG 8 T16) and ensuring access to skills in new technologies in partnership with the private sector (MDG 8 T18). Finally, the project endeavours to achieve main EFA Goals: progress towards better quality in education.

II. Resources

Financial Resources:

- **Provide information on other funding resources available to the project, if applicable.**

  The MoEs funded the rehabilitation of the Pilot Schools, ICT Training Centres and ICT Development Centre.

- **Provide details on any budget revisions approved by the appropriate decision-making body, if applicable.**

  First (Automatic) Extension – Budget Revision:
  On ESCWA's side, the movement of funds between budget lines was needed in order to increase the funds allocated to international project personnel, contracts and training while decreasing those allocated to national project personnel, equipment (due to price drops and savings in procurement) and miscellaneous.

  Second Extension – Budget Revision:
  The movement of funds between budget lines was needed to in order to retain personnel until the new end date of the project, and facilitate spending as per the implementing agency's rules and regulations which requires reallocation of funds from one budget category to the other. Also, in order to accomplish the pending activities, the training line was increased while the budget line for contracts was reduced and added in different proportions to the personnel and training lines.

  Third Extension – Budget Revision:
  A budget revision was been made in order to accomplish the pending activities and to conduct the final external evaluation. On UNSECO's side, the contract line was increased while the budget line for training was decreased and added to contracts and personnel lines due to the fact that most of the training workshops were accomplished. On ESCWA's side, the movement of funds between budget lines was needed in order to increase the funds allocated to international project personnel, national consultants (in order to conduct the evaluation),

international consultants (to cover the cost of trainers), while decreasing those allocated to national personnel (as a result of cost sharing arrangement with UNESCO), contracts (allocated originally for project evaluation to be done by a company. However, it was decided to hire a national expert for this activity) and equipment.

- **Provide information on good practices and constraints in the mechanics of the financial process, times to get transfers, identification of potential bottlenecks, need for better coordination, etc.**

    The fund redeployments went smoothly, we received from the Steering Committees the support needed to continue implementing the project efficiently and effectively.

Human Resources:

National Staff: Provide details on the number and type (operation/programme).
- National Project Coordinator: national operation, UNESCWA, consultant, based in Iraq;
  Is the focal point of the project in Iraq, coordinates with the MOE on the establishment of the project sites; retired in April 2009 and was succeeded by the National Project Assistant.
- National Project Assistant: national operation, UNESCWA, consultant, based in Iraq;
  Assists the National Project Coordinator in conducting site visits to the project's learning centres and pilot schools, and ensures that infrastructure is ready to receive equipment;
- Technical Advisor: national operation, UNESCO, consultant, based in Iraq;
  Represents the UNESCO project team in Iraq and provides services to the MOE regarding the training programs;
- Project Assistant: national operation, UNESCO, staff member, based in Jordan; supplies the project team with administrative and logistics support for different activities;
- UNESCO Monitor: based in Iraq, represents the UNESCO project team in Iraq and provides services to the MOE regarding the training programs;

International Staff: Provide details on the number and type (operation/programme)
- Project Manager: international programme, UNESCWA, staff member, based in Lebanon;
  Plans for the establishment of sites and represents the project in international meetings and conventions;
- ICT Specialist: international operation, UNESCWA, staff member, based in Lebanon;
  Provides technical specification of equipment to be purchased, follows up on the procurement process, and is the focal point of the project between partners;
- Project Assistant: international operation, UNESCWA, staff member, based in Lebanon;
  Assists the International Project Manger in coordinating and reporting efforts;
- Administrative Assistants: international operation, UNESCWA, staff members, based in Lebanon;
  Supply the project team with administrative, finance, and logistics support for different activities;
- Project Assistant: international operation, UNESCO, staff member, based in Jordan;
  Supplies the project team with administrative and logistics support for different activities;
- E-Content Coordinator: international programme, UNESCO, staff member, based in Jordan;
  Plans and executes E-Learning workshops and seminars and ensures the proper adoption of ICDL and E-Content in the Iraqi school curriculum;

III. Implementation and Monitoring Arrangements

- **Summarize the implementation mechanisms primarily utilized and how they are adapted to achieve maximum impact given the operating context.**

ESCWA is 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 ESCWA's national team. Together, these two teams have located and selected different sites, and they remain in close coordination with each other in order to complete the rehabilitation and establishment of the sites, as well as the procurement of equipment, and make sure that all activities adhere to the agreed upon standards.

UNESCO is responsible for the technical 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 are being carried out through training programs or workshops, accompanied by the dissemination of materials which cover the training topics, prepare trainees for further training, and/or point to other sources of information.

- **Provide details on the procurement procedures utilized and explain variances in standard procedures.**

Following the 3rd coordination meeting, the list of all equipment to be purchased was sent to ESCWA's Procurement Unit. The Procurement Unit posted Expression of Interest documents on the UN Global Market website which gathered potential vendors from all around the world. Those vendors were then invited to take part in the bidding exercise for the purchase of the required equipment. After technical evaluations, the procurement unit selects the lowest acceptable bidder. The selected pieces of equipment were then purchased and have, for the most part, been delivered: all furniture, computers, ACs, satellite terminals for internet access, and some of IT equipment have been delivered.
In addition to the equipment purchased for the teaching and learning centres in Iraq, some items were purchased and provided to Iraqi trainees participating in e-Learning workshops.
According to rules and regulations, purchases for less than $50,000 can be completed directly by the Procurement Officer, while purchases in the range of $50,000 to $200,000 requires the intervention of a Local Committee on Contract which review the procurement exercise and provides suggestions and recommendations on the final contract award. As for contracts with value greater than $200,000, the case is presented to the Headquarters Committee on Contract for their advice.

- **Provide details on the monitoring system(s) that are being used and how you identify and incorporate lessons learned into the ongoing project.**

With regards to the project management, follow up, and monitoring, several meetings between different stakeholders took place to address outstanding issues, discuss problems faced, and draw lessons learned. These meetings served to update partners and beneficiaries on the progress achieved in the implementation of this project.
Sites in the governorates of Basra, Najaf, Mosul, and Baghdad were visited in May and June to assess the progress of civil engineering works and the preparations to host ICT equipment.
A UNESCO project Manager was based in Baghdad during January – August 2009 to follow up on the implementation of the project and to coordinate with the Ministry of Education in Baghdad.
Also UNESCO Monitor in Iraq followed up and monitored all the training workshops organized in Baghdad and the governorates of Basra Najaf, Mosul, and Erbil.

- **Report on any assessments, evaluations or studies undertaken.**

ESCWA: The National Project Coordinator undertook the monitoring and evaluations concerning the rehabilitated sites, and indicated measures to be taken in order to adhere more closely to accepted standards.

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

An external evaluation will be conducted at the end of the project. The evaluation approach will be based on the five principles that UNESCO lists as essential to the success of its programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability.

IV. Results

- **Provide a summary of Programme progress in relation to planned outcomes and outputs; explain any variance in achieved versus planned outputs during the reporting period.**

ESCWA:

As planned, 1 ICT Development Center, 5 ICT Training Centers, 10 Pilot Schools, and 1 mobile ICT training laboratory (E-Caravan), have been constructed, rehabilitated, or otherwise made ready for use. All outputs have been achieved, in the effort to upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning.

UNESCO:

Output 1.1: A contract has been signed with Dar Al-Uloom University in Saudi Arabia during August 2009 to revise and develop the draft strategies submitted by the Ministry of Education in Baghdad and

Kurdistan, a workshop will be held in Amman during April 2010 to present and discuss the revised strategy with the Iraqi officials and experts to prepare the final version.

Output 2.1: The E-Learning training workshops (Phase 3) had been accomplished during June 2009 to produce 9 packages which were designed to cover five subjects (Physics, Biology, Chemistry, Mathematics and Arabic for non Arabic speaking students). The final versions of 2 packages for each subject (Physics, Chemistry, Biology, Mathematics, and Arabic) have been produced by the Iraqi team to cover a part of the curriculum for the 9th and the 12th grade in Iraqi schools during December 2009. Those Packages have been used in the blended learning workshops in the pilot schools in Karkh, Rasafa, Najaf, Basrah. Ninewa organized under the supervision of UNESCO.

Output 3. (1.2): International Computer Driving Licenses (ICDL) and (Certified Training Professional) CTP Training Workshops: The full accreditation with the CTP issued by the ICDL GCC Foundation for 17 Iraqi participants was achieved at the beginning of February 2009. The certification was accomplished after completing 44 tests/exercises in Iraq supervised and monitored by the ICDL GCC experts. This certification will enable the successful participants to train and certify other staff and students in Iraqi schools.

- **Report on the key outputs achieved in the reporting period including # and nature of the activities (inputs), % of completion and beneficiaries.**

Output 1 (ESCWA):
Establish and make operational one ICT Development Centre (ICTDC) in Baghdad, and five ICT Training Centres (ICTTC) equipped with ten mobile laptop carts, in five Governorates. This component is 100% complete. No beneficiaries yet (not yet applicable).

Output 2 (ESCWA):
Select, rehabilitate and make operational ten pilot 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). This component is 100% complete. No beneficiaries yet (not yet applicable).

Output 3 (ESCWA):
Build and mobilize one mobile ICT training laboratories (E-Caravan) to train teachers in remote areas in the five governorates. This component is 90% complete, as it has yet to be delivered to Baghdad. No beneficiaries yet.

Output 4 (UNESCO):
The blended Learning Training workshops: following the Blended Learning workshop organized in Amman during June 2008, 5 workshops have been held in each of the 5 ICT Centers in Baghdad (Risafa and Karkh 3) , Basra, Ninewa, and Najaf during November – December 2009 benefiting 520 teachers for (Mathematics, Physics, Chemistry, Biology, and Computer Sciences).

Output 5 (UNESCO):
The General Directorate for ICT / Training Department in the MoE had organized training workshops for 1,500 trainees from MoE staff during December 2009. Those workshops can be considered as preparatory courses for the trainees to develop the understanding of the main concepts of IT and to make the MoE staff aware of the common functions and operating systems of computer and to prepare them to get the on line test for ICDL.

Output 6 (UNESCO):
A training workshop on the Assessment Testing Software for ICDL (ATS workshop) was during 13-14 December 2009 benefiting the technical and the administration staff who will be responsible for conducting the ICT Development Centre and the ICT Centers in Baghdad, Basrah, Ninewa, and Najaf in additional to the directors of the training and maintenance department. The objective of this workshop was to train this staff on the set up of the ATS software in their centers and to teach them how to enter the trainees' names and get the test results.

- **Explain, if relevant, delays in programme implementation, the nature of the constraints, actions taken to mitigate future delays and lessons learned in the process.**

Reasons for delays, lessons learned, and some recommendations from the part of the coordinators:

- Many delays are due to the problem of acquiring customs (or other levies) exemption documents for shipped goods. This has always been a problem for UN organisations operating in Iraq. The bureaucratic procedures at the Ministry of Education and then at the Ministry of Finance render the process of getting those document span over a period of 2 to 5 months. The lesson learned is to plan accordingly, and submit requests for customs exemptions earlier, in order to take into account the slow response of stakeholders. Another suggestion to overcome this obstacle is to state in the contracts (and in the meetings at the start of every project) that any delays in the issuing such exemption letters, resulting in the imposition of additional unforeseen costs to the UN organization executing the project, shall be the responsibility of the Ministry/Organization benefiting from the project.

- Delays were also due to the delays in the submission of the names and essential data of the participants in training/workshops. This resulted in the rescheduling of the function. The management tried to enlist the help of the MoEs to overcome this constraint but was only partially successful. It is essential that the UN staff members coordinating in Iraq should be made completely aware of the activity schedules and the necessary period to be allotted for obtaining visas for instance. In addition, deadlines should be followed by them with the Ministry staff.

- The non-uniformity of the capabilities of the trainees/workshop participants created problems for the trainers/managers. We believe that either CVs should be submitted by the participants and the coordinators when possible, or the experts carrying out the function should have the full rights to select the participants. In addition, whenever possible, personal interviews should be carried out in order to assess the capabilities of the participants.

- Often when a team from the MoEs has successfully completed part of the training, it is not the same group that goes on to the next step together. Sometimes, unsuccessful or new candidates join the group of successful candidates; this results in the delay of the program (or in an incomplete core team).

- After organizing training workshops for the Iraqi teams in order to take over the responsibility of accomplishing the work in Iraq, some of the participants were transferred to other directorates in the Ministry of Education to take over other responsibilities.

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

solution. However, we were able to persuade the MoE in Baghdad to include all of our centres in a new contract, which provides an acceptable grade service. MoE KRG promised to instate the same quality service soon.

- 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. Previous experience by the contactor executing similar shipments, and especially to other UN organizations, would be ideal. It is essential to obtain confirmation from the concerned UN organizations or customer to confirm this.

- **List the key partnerships and collaborations, and explain how such relationships impact on the achievement of results.**

- **MoE in Baghdad and Erbil:** this partnership is vital to the project, without it, none of the planned outcomes could be achieved. The MoEs are very serious about this project, and are putting in the necessary efforts, but unfortunately, the circumstances in Iraq present many constraints and obstacles.

- **ESCWA and UNESCO** are the implementing partners of this project. Their successful and transparent coordination ensured that project activities are carried out seamlessly: regular exchange of information using phone and email conversations made sure that obstacles are bypassed efficiently. This cooperation will ensure the success of the project, and together they encourage and help the MoEs to continue on this joint effort.

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

- **Other highlights and cross-cutting issues pertinent to the results being reported on.**

- Security

As is well known, the security condition in Iraq is constantly affecting the implementation of the project. However, all project stakeholders are ensuring that all efforts are exerted not to endanger the life of any project team member, beneficiary, or participant.

- Gender

Since the early project inception stages, the team regularly reminded all stakeholders of the importance of the active participation of women in all training workshops and activities. This was positively tackled by the MoE project committee in the sense that female participants are always present in the different workshops conducted.

- Employment

The introduction of ICT in Education into the Iraqi education system should result in a better equipped and more employable work force. Furthermore, it should result in students' awareness of what ICT is, and of their choices and preferences for further studies and training.

- Environment

ICT has always been an environment friendly technology. Furthermore, students who are trained in ICT can more easily access information on the internet, and thus have better access to a vast array of materials that could educate and inform them further about the environment and its protection.

V. Future Work Plan (if applicable)

- Summarize the projected activities and expenditures for the following reporting period (1 January-31 December 2010), using the lessons learned during the previous reporting period.

During the period of 1 January to 31 July 2010, the following activities should be undertaken by **ESCWA**:

- Shipment of the E-Caravan to Iraq is planned to take place during February 2010.

- Procurement and Delivery of anti-virus software, graphic tools software and interactive electronic teaching tools to the Ministry of Education (MoE) is planned to continue until end of May 2009.

- Monitor and assist MoE staff to ensure that the ICT centers and equipment are functioning properly.

- Upon their request, train MoE IT staff on implementing and managing Microsoft Windows Server 2003.

- Train 3 people on operation and maintenance of the E-Caravan.

- Conduct evaluation and Final Coordination Meeting.

UNESCO:

- ICT Strategic workshop: a workshop will be held in Amman during April – May 2010 to present and discuss the revised strategy (provided by the UNESCO consultant) with the Iraqi officials and experts to prepare the final version. This version will be submitted to the MoEs in Baghdad and Kurdistan in order to be adapted.

- ICDL: UNESCO will work in coordination with ESCWA to train 600 trainees from MoE on line (to obtain the ICDL).

- Blended Learning and E-learning Packages: Seminars for the students using the blended learning to find out the efficiency of the produced e-learning courses are planned for April 2010.

With regards to the timeline of the project, the initial end date was October 2008. However, due to the unforeseen delays that took place throughout the implementation phase of this project (mainly the delays in the selection of the sites and their establishment, in the selection of trainees, and in the training sessions), the six-month automatic extension period granted to the project was invoked, and an additional extension was granted until the 31st of December 2009, after which another additional extension was granted until 31st of July 2010.

- **Indicate any major adjustments in strategies, targets or key outcomes and outputs planned.**

  The change from the initial 5 E-Caravans planned to only 1 E-Caravan and 10 mobile laptop carts.

VI. Performance Indicators (optional)[5]

- Fill the table in this section to report on the indicators set at the output level as per the approved results framework in the programme document.

(See below)

VII. Abbreviations and Acronyms

- List the main abbreviations and acronyms that are used in the report.

IT: Information Technology
ICT: Information and Communication Technology
ICTDC: ICT Development Centre
ICTTC: ICT Training Centre
PS: Pilot School
ICDL: International Computer Driving License
MoE: Ministry of Education

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[5] E.g. for the UNDG Iraq Trust Fund and the MDG-F.

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Means of Verification	Comments (if any)
IP Outcome 1 (UNESCO): To reorient Iraqi educational policy objectives and strategies to maximize the effectiveness of the use of "ICT in Education" (Policy Component).						
IP Output 1.1 ICT based curriculum, instruction, and learning assessment framework, strategy, and action plan developed.	ICT in Education policy, framework, and strategic plans at the level of MoE in Iraq developed and formulated. (UNESCO + ESCWA)	MoE staff not properly aware regarding ICT in Education Policy Framework and strategy.	Develop an ICT Policy in coordination with the MoEs in Baghdad and Kurdistan.	Two strategies were submitted by the MoEs in Baghdad and Kurdistan, A contract has been signed with Dar Al-Uloom University to revise the submitted strategies and a workshop will be held to present and discuss the revised strategy with the Iraqi officials and experts to prepare the final version.	Monitoring reports on project implementation	
IP Output 1.2 Raising awareness on "ICT in Education" and e-sharing and exchange procedures of knowledge and resources developed.	Number of key stakeholders informed on "ICT in Education" initiatives/programmes in region. (UNESCO + ESCWA)	Key members of staff in the MoEs not aware of the "ICT in Education" and e-sharing and exchange procedure in the region.	Key personnel in the MoEs informed and made aware of the implementation of ICT in Education.	Achieved		
IP Outcome 2 (UNESCO): To build sustainable capacity in the Ministry of Education (MoE) in Iraq to develop ICT-based curriculum, instruction, learning and assessment						

IP Output2.1 & 2.2 Two core groups selected by the Ministry, one group to become training instructors for ICDL trainers, and the second group to be trained on e-content development and management, in preparation for the establishment of the ICT Development Centre (ICTDC).	Number of ICTDC instructors trained. (UNESCO). Number of ICTC instructors attending ICDL courses at the ICTDC. A number of teachers trained in the 5 ICTC (UNESCO)	None of the instructors or staff in the MoE has ICDL Accreditation	10 ICTDC instructors trained. (UNESCO) 100 ICTC instructors attending ICDL courses at the ICTDC. (UNESCO) 300 teachers trained in the 5 ICTC (UNESCO)	Training workshops benefitting 1,500 trainees from MoE staff have been organized during December 2009 as preparatory courses for the trainees to prepare them to get the on line test for ICDL.	Monitoring reports on project implementation, and certification by ICDL organization.	
	MoE Core team for the development and production of e-Learning packages in the ICTDC prepared	A very small team was working on very primitive e Learning packages in the MoEs	15 staff members from the MoEs trained and started producing 5 e learning Packages	The final versions of 2 packages for each subject have been produced by the Iraqi team to cover a part of the curriculum for the 9th and the 12th grade in Iraqi schools during December 2009.	Those Packages have been used in the blended learning workshops in the pilot schools organized under the supervision of UNESCO.	
IP Outcome 3 (ESCWA): To upgrade the school physical learning environment through the provision of ICT facilities to support ICT effective learning (Physical Resources Component).						
IP Output 3.1 The ICT Development Centre (ICTDC) in Baghdad and five ICT Centres (ICTC) in five Governorates are established and	Number of ICTCs to be selected in consultation with MoE operational in five governorates. (ESCWA)	_	Five ICTCs to be selected in consultation with MoE operational in five governorates.	Five ICTCs to be selected in consultation with MoE operational in five governorates.		
	Number of operational ICTDC (ESCWA)	_	1 fully rehabilitated and equipped ICTDC	1 fully rehabilitated and equipped ICTDC in Baghdad	Monitoring	

made operational.			in Baghdad		reports on project implementation	
IP Output 3.2 Ten schools for leading the incorporation of "ICT in Education" into the Iraqi school curriculum set up (one school for boys and one school for girls in five governorates to be selected in consultation with MoE).	Number of operational pilot schools. (ESCWA)	_	10 fully rehabilitated and equipped pilot schools in the 5 governorates	10 fully rehabilitated and equipped pilot schools in the 5 governorates		
IP Output 3.3 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.	Number of operational E-Caravans and mobile laptop carts. (ESCWA)	_	1 operational E-Caravans in a relatively secure governorate and 10 mobile laptop carts. (ESCWA)	E-Caravan constructed and equipped, to be delivered in February 2010.		