



Project Document

Rehabilitation of the Iraqi Higher Education System

Paris Conference Recommendations	
1.	The State of Iraq and international partners should help to reform the higher education system by reinforcing administrative capacity, reviewing and upgrading the curriculum, by using modern technologies, by respecting autonomy and the exercise of democracy in university appointments, and by providing opportunities for further training for university lecturers;
2.	Include courses and programmes in Iraqi universities that enhance national identity and promote active citizenship, freedom of expression, as well as civil society and human rights culture;
3.	Through consultation with the relevant authorities, encourage the return to Iraq of academics and other qualified personnel, and benefit from the skills and expertise of Iraqi academics whether inside or outside Iraq;
4.	With the help of universities in other countries and international organizations, increase the opportunities for Iraqi academics and students to teach, carry out research and study abroad.

Title of Proposed Project/Programme:	Rehabilitation of the Iraqi Higher Education System
Time Frame:	60 months
Target Beneficiaries:	Personnel at MoHESR; Iraqi academics and PhD and Post-Doctoral students in selected universities
Implementing Partners:	UNESCO, MoHESR in Iraqi Central Government and KRG, Iraqi and international universities, Iraqi Diaspora
Total Budget:	US\$ 8,531,671

I. Situational Analysis

Higher Education is one of the sectors that sustained serious destruction of infrastructure. Some 61 universities and college buildings have been war damaged and some 101 college buildings have been looted. The damage was especially severe in laboratories, workshops and libraries. The rehabilitation of Iraqi higher education system, already damaged by almost two decades of under-investment and isolation, is hampered by insufficient infrastructure and limited capacity in terms of planning, policy and management of higher education programmes. The gap between the educational opportunities offered by universities in Iraq and the requirements for sustainable economic development is seriously widening. 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. At the institutional level, the Ministry of Higher Education and Scientific Research (MoHESR) needs technical support and capacity building to effectively ensure access to quality higher education system.

In February 2005, UNESCO organized, in Paris, a round table on the revitalization of higher education in Iraq, aimed to assess the Iraqi's needs and priorities and to strengthen the international cooperation and intellectual dimensions of the International Fund. The participating representatives of Iraqi Higher Education, International academic community, International Organizations, NGOs and Donors agreed on eight main actions:

1. Governance and management
2. Curricula development, quality and accreditation
3. Teacher training
4. Engineering (training, professional and leadership development, meeting manpower and infrastructural needs)
5. Medicine (training, professional and leadership development, meeting manpower and health infrastructure)
6. Research knowledge and society (natural, human and social science)
7. Women: leadership and Employment
8. Distance learning and new technologies

Despite international endeavors in the reconstruction of Iraqi education system, the rehabilitation of the institutional and human capacity of Iraqi universities continues to be dramatically under-financed. Urgent needs include the enhancement of the capacity of MoHESR in policy, planning and management of the higher education system and the necessary support to Iraqi teachers and researchers to re-establish contact with the academic world community.

II. The Proposed Project

In order to meet the most urgent needs of the Iraq's higher education system and building upon the recommendations of the Paris Conference on the Right to Education in Crisis-Affected Countries, **the proposed intervention will link to the Iraq National strategy which calls to restore the high standards of the 1980s is at the heart of the Governments reconstruction efforts** and follow strategies which are liable to achieve the above, and will have **four main components** namely quality assurance and capacity building institutional development, revitalizing scientific research and fostering university twinning and networking initiatives, and enhancing e-learning as a blended-learning alternative to develop and improve the quality of curricula.

The project will build on the many bilateral initiatives already in existence as well as other multilateral activities like those of the World Bank and United Nations Development Group, the International Fund for Higher Education in Iraq which was initiated by the First Lady of Qatar through a donation of US\$15 million in 2003. This Fund has enabled UNESCO to start addressing the most urgent needs in higher education, namely laboratory and engineering equipment, textbooks and reference books for higher education institutions and the short-term fellowships for faculty members which took place in a number of the best external institutions.

The project will also link to the Round Table on the Revitalization of Higher Education in Iraq held at UNESCO, Paris, 22-23 February 2005, and build on the International Fund for Higher Education in Iraq which was developed as a result of that roundtable, and to the International Fund for Higher Education in Iraq, initiated by the government of Qatar.

The project will also follow-up on a UNESCO sponsored round table on the same topic held in 2005 which identified 8 main action areas some of which were: curricula development, quality and accreditation, professional and leadership development, manpower and health infrastructure , research knowledge and

society (natural, social, and human sciences) , women leadership and employment (training and capacity building for leadership skills) and psychosocial orientation (family life, reintegration into the working environment).

Where gender issues are concerned, the project will give due attention to female higher education since women are not well represented in decision-making positions and need to improve their leadership skills if they are to effectively be integrated in the labor market.

2.1 Main Objectives:

1. Reinforce Institutional capacity of MoHESR and higher education institutions to enhance relevance and quality of higher education system;
2. Reduce negative impact of brain drain of Iraqi academics and teachers and enable the return of Iraqi academics and researchers;

2.2 Expected Outcomes:

1. Institutional Capacity of MoHESR and universities developed in planning, management of and leadership in higher education system;
2. Capacity of MoHESR reinforced in the promotion and management of fellowship programmes;
3. International networks between Iraqi universities and Iraqi academics living outside Iraq enhanced;
4. Iraqi Universities' linkages with internationally recognized foreign universities and research centres strengthened, through UNITWIN Programmes among others;
5. One special UNESCO Chair for Iraq developed, established and trained;
6. Creation of a Virtual Campus for Iraq where e-learning as a blended learning alternative is developed and e-learning centres throughout Iraq established for the curricular development and improvement of quality of higher education programmes.

2.3 Activities:

To build the national capacity in various domains of higher education, the following activities will be given top priority:

2.3.1 Development of Capacity Building

- Provision of capacity building workshops in planning and management of higher education system targeting both staff at MoHESR and universities. These workshops will target mid and high-level managers as well as senior officials in accordance with their level of responsibility and functions. For the last category, training courses will focus on management and leadership for a better governance and to lay the grounds for decentralization and reforms.
- Establishment and training of a National Agency for Quality Assurance tackling the quality of the teaching-learning process and the relevance of higher education institutions;
- Conducting training on the management of scholarships/fellowships programmes to empower the Ministry to build sustainable linkages and collaborations with universities abroad ;

2.3.2 Networking and Twinning

- Establishment of UNITWIN/UNESCO Chair Programme in targeted universities on selected disciplines and UNISPAR (University-Industry-Science Partnerships)

- Identification of Iraqi universities and international universities to be linked together within the scope of developing joint academic exchanges or research projects; targeting academics in Iraq and abroad as well as Iraqi Diaspora;
- Establishment of research networks within identified universities to encourage sharing of experiences between universities through short-term academic missions;
- Support the improvement of access to knowledge and scientific information through specific Scientific Journals and Networks;

2.3.3 Quality Assurance and Accreditation

- Improving the standards of quality of the academic performance in the higher education institutions and establish a quality assurance process to be generalized on all HEIs. The objective of such a process is to provide adequate learning resources by high-quality faculty members and researchers and empower stakeholders to make better informed decisions and develop HE in conformity with international standards;
- Establishment of a Quality Assurance Agency: The evolving decentralization of the functions of the Ministry of Higher Education and Scientific Research calls for the establishment of a Quality Assurance Agency charged with the assessment of the curricula of the national universities and their standards of delivery. The purpose of such an agency would be to ensure comparability between degree courses in different institutions which also can be achieved by developing a set of standards for different areas that raise expectations for quality.
- Develop a quality culture in the MoHESR and the higher education institutions as an accompanying measure to support and sustain the quality assurance process established and improve the academics' performance.
- Develop a framework for national quality assurance and accreditation to empower the higher education sector to permanently assess the quality of curricula at the national universities and allow joint degree development with universities abroad as well as joint research and academic activities

2.3.4 A Special UNESCO Chair for Iraq

- Creation and implementation of one special UNESCO Chairs for Iraq on Interreligious Dialogue 2013-2014.
- The UNESCO Chair will be established in partnership with internationally recognized institutions (NGOs, universities, UNESCO Institutes, research centres, foundations, etc.) The establishment of twinning arrangements will facilitate transfer of knowledge and expertise in the field of competence to the Iraqi partner institutions. The selected international institutions will play a coordinating role and work together with their Iraqi partners in organizing seminars, trainings, and workshops with a final objective of strengthening the Iraqi organizations while the selected Iraqi institutions will be supported and offered continuous technical assistance. The activities associated with the Special UNESCO Chair for Iraq will have a focused short-term (2-4 years) mission and all activities will be followed by clear monitoring and evaluation procedures.

2.3.5 E-Learning: The Avicenna Virtual Campus

- Establishment of a Virtual Campus for Iraq based on e-learning centers to be formed and accredited internationally. The Centres will be equipped and trained to design and supervise distance learning programmes and tools at national level;
- Building on the experience of the AVICENNA distance learning project, the established e-learning centres will be trained in managing ICT programmes and empowered with the use of on-line resource materials; Trainings of master Trainers will be provided on modules production, on-line tutoring, and advanced e-Learning methodologies.

2.4 Implementation strategy

The project will have **four main components** namely quality assurance and capacity building institutional development, revitalizing scientific research and fostering university twinning and networking initiatives, and enhancing e-learning as a blended-learning alternative to develop and improve the quality of curricula

In view of the lessons learnt, enhanced partnership is important between international academic associations. This partnership is important for providing exchange opportunities for building the capacity of higher education's staff, and reinforcing linkages between Iraqi universities and universities in other countries to bring Iraq back into the international education arena, and bring Iraq up to the international level standards.

In the same logic, this project will draw upon the extensive collaboration with other development partners that have been active in Iraq, and support complementary activities which will be coordinated by the MoHESR. The different partners will contribute and take part in the project each according to its area of expertise.

UNESCO's role will be that of coordinator and facilitator. As in the other three projects, UNESCO will serve as platform for information and experience exchange, and as a catalyst and a vehicle for the mobilization of institutional and financial partnerships.

Some stages of these phases may overlap when need necessitates some activities to take place simultaneously, while other could be undertaken consecutively.

The work plan will incorporate mechanisms for coordination with counterparts to adjust implementation modalities and identify experts and consulting firms that can assist in identifying, assessing, designing, implementing and monitoring the different stages of the project.

2.5 Implementing partners

Experience has shown that education reform and reconstruction in post conflict societies is more effective through the involvement of multiple partners, for achieving quick and visible high-impact activities and addressing the most urgent education system needs.

A partnership between UNESCO, IIEP, WB wherever possible will therefore aim at building the capacity of the education system, and lay the groundwork for the development of a rehabilitation of higher education strategy, aligned with the emerging wider development vision of the new political authorities, and Iraq's new National Development Strategy.

The different partners in this project, namely universities such as METU (Turkey), Philadelphia University (Jordan), University of Hamburg (Germany), MST and CSU (USA), UCD Dublin, Swinburne of

Technology Australia, Lulea University of Technology (Sweden), University of Alberta (Canada) and other partnering universities and agencies such as DAAD, ACQUIN, WZL, etc..will support the MoHESR in Iraq's Central Government and KRG, and the local education directorates. Specifically, partnership efforts will be geared to further support the batch of trained core university professors and researchers who were involved in the previous TOT UNESCO funded project.

III Project Planning, Management structures and Coordination Arrangements

The UNESCO Iraq Office in Amman will ensure programme implementation and supervision arrangements. In addition, a small office with national staff and monitors has remained open in Baghdad, which will assist with project implementation in Iraq. For its duration, the programme will be supervised by the Director of UNESCO Iraq office. UNESCO HQ will also provide contractual arrangements and backstopping for technical and financial management of the project. In addition, support staff and a project manager will be contracted to provide back stopping to all activities as well as local NGOs in Iraq contracted to provide monitoring and evaluate the programme activities and its components. UNESCO will also coordinate with other UN agencies while implementing this project.

UNESCO and Her Highness Office/EAA will form a consultation mechanism (i.e. the Steering Committee) made up of representatives from each Party.

The Steering Committee will include the following members who may be accompanied by advisers as appropriate. Observers may be invited to attend, as necessary and as agreed among the Steering Committee members.

For UNESCO

- Director UNESCO-Iraq
- Education Sector representative
- Director of the Cooperation with extrabudgetary funding sources

For Her Highness Office/EAA:

- Representative from the Office of Her Highness Office
- Representative from the Supreme Council of Education
- Representative from the Qatar Foundation (colleges/educational institutions)

The Steering Committee will have an advisory and monitoring role through the review of a three-monthly achievement report prepared by UNESCO (activities, challenges, results, etc), including work plan for the next three-months, and the associated Resource Mobilization and Partners Strategy as appropriate. The Steering committee will make its decisions by consensus, to be recorded in agreed minutes on the meetings.

The Steering Committee will meet once every six months. The Steering Committee's meeting will be held in a venue to be decided according to an agreed schedule established at the first meeting, the date of which will be determined through consultation between the Parties. UNESCO-Iraq Office will ensure the Steering Committee's Secretariat (invitations, the draft agenda, minutes) while Her Highness's Office will assume the costs pertaining to the logistics (Tickets and Hotels) of the related meetings

Moreover, the network of UNESCO Chairs will be involved in the programme. Implementation of the different components will be undertaken by international Universities, regional, national or local civil society partners and in consultation with Ministry of Higher Education in Baghdad and Kurdistan. The

cooperation of Ministry counterparts will be crucial to the success of the project and to its eventual ownership

In order to ensure the coverage from both the policy and disciplinary perspective, in managing the project, the project's steering committee should consist of a senior Iraqi delegate representing the MoHESR and a senior Iraqi delegate representing a higher education institution, in addition to UNESCO.

As the project is in line with national Iraqi priorities outlined in Iraq's National Development Strategy, UNESCO will collaborate closely with the MoHESR and Iraqi Universities to make sure that all activities undertaken are appropriate to their expressed needs as per the NDS , and that project's funds are appropriately allocated and effectively utilized and integrated into the higher education system. All technical materials scopes of work, progress and assessment reports will be reviewed and approved by the counterparts. In addition, certificates of completion will be issued upon agreement with the counterparts.

IV. Analysis of Risks and Assumptions and proposed Solutions

The security situation will always remain the biggest challenge and risk that might delay the implementation of the project. The insecurity might restrict mobility of officials to travel within and outside Iraq. It might also cause some of the selected officials to abandon their duty.

Previous experiences have proved that Iraq as a whole is unpredictable, and the achievement of results may prove to be too ambitious in the given time frame if conditions on the ground become unfavourable. As the project will not be able to control all variables, there is need to make a number of assumptions, the most important of which are the following:

- It is hoped that security and peace prevail in Iraq leading to an atmosphere of learning and development.
- The project foresees strong continued commitment of donors and international NGOs to support ED programmes in Iraq.
- The commitment of MOHESR and their political will is essential in this regard. If MOHESR does not nominate appropriate participants that have the profile and commitment to implement this project, then it will cause drawback and slowdown in achieving the results
- Key trained trainers and managers continuing in their profession and not quitting it to pursue other employment opportunities will assure sustainability and capacity building.
- Proper, prompt and expanded follow-up

The Proposed measures to minimize risk impact are:

While there are valid security considerations, experience has shown that these issues can be handled. The UN system already has several mechanisms to deal with such situation , and these procedures, and others as adopted from time to time, will be strictly observed at all stages of project implementation. A wide range of UN activities is continuing in Iraq that involves constant collaboration with virtually all ministries and their staff in Baghdad and contacts with literally hundreds of partners including local authorities, civil society and communities. It is no exaggeration to assert that millions of Iraqis are benefiting today from UN managed and funded programmes and activities.

United Nations operational agencies such as UNESCO have become well conversed with the issues and the changing political as well as security dimensions in these countries and have thus built capacities and expertise to deal with it. These agencies have put in place modalities of operations in their relationship with local authorities from district level all the way to the highest levels and have succeeded in mitigating any risks that might arise during the implementation of projects. Finally, the close working relationship between the project staff and their partners will allow them to deal with any potential problems before it gets out of hand. The options considered to address, and minimize or mitigate the potential risks indicated are:

- Solid agreement between the Iraqi government and UNESCO regarding the carrying out of the project based upon a commonly-agreed work plan;
- Establishment of a project Steering Committee involving local and international partners;
- Development of a consensual work plan that should reflect the project ownership by the Iraqi ministry of Education, education partners and stakeholders;
- Strong & reliable monitoring and evaluation strategies;
- Timely mobilisation of the international technical assistance and timely logistic/administrative arrangements;
- Flexible back-up strategies to respond to unexpected events.

V Monitoring, Evaluation and Reporting

5.1 Monitoring

The project will be monitored at regular intervals using log frame indicators. At these times the log frame itself will be reviewed at all levels below that of the project purpose. Given the rapidly changing operating environment in Iraq, we would anticipate some adjustments being necessary in the log frame within the life of a four-year project.

The UNESCO monitors based in Iraq will continuously monitor and follow-up on the implementation of activities through visiting the sites. Meetings with the ministries of education staff will be held regularly. The NGOs will be encouraged to monitor the Centers and give guidance to those with weak management. The steering committee will meet after every three months to monitor the progress.

5.2 Reporting

A quarterly report will be submitted to the donor to show the progress of the project activities. The final project narrative and financial reports will be submitted to the donor within three months after the completion of the project.

5.3 Evaluation

A full mid-term review will be carried out by an independent evaluator after at least 24 months, the log frame reviewed and the work plan for the third year of the phase revised.

External project evaluation will be conducted and report submitted to the donor three months after the end of the project

VI Revised Results Framework/ Log Frame

	Indicator	Baseline (2010)	Baseline / Milestone (2013)	Target (2014)	Means of Verification	Assumptions
PROJECT OUTCOME						
National capacity developed to increase access to and quality of higher education and to revitalize scientific research in Iraq	<p>(i) Examples of improved higher education programmes, policies, or structures being systematically implemented (disaggregated by national/governorate level)</p> <p>(ii) Trained MoHESR and university managers reporting or demonstrating improved skills in planning, management and implementation of programmes</p> <p>(iii) # of universities reporting improved management/quality systems' results (disaggregated by governorate)</p> <p>(iv) # of new academic/research activities conducted by Iraqi line ministry/universities in partnership with Iraqi Diaspora and international universities</p> <p>(v) # of students enrolled on e-learning courses</p> <p>(vi) Quantity of additional contributions allocated to higher education programmes (disaggregated by government / civil society, financial / in-kind contributions)</p> <p>(vii) # of Iraqi universities improving their ranking in international league tables</p>	<p>(i) No examples of improved higher education programmes, policies, or structures being systematically implemented (disaggregated by national/governorate level)</p> <p>(ii) No trained MoHESR and university managers reporting or demonstrating improved skills in planning, management and implementation of programmes</p> <p>(iii) 0 universities reporting improved management/quality systems' results (disaggregated by governorate)</p> <p>(iv) 0 new academic/research activities conducted by Iraqi line ministry/universities in partnership with Iraqi Diaspora and non-Iraq universities</p> <p>(v) # of students enrolled on e-learning courses</p> <p>(vi) No additional contributions allocated to higher education programmes (disaggregated by government / education institution, financial / in-kind contributions)</p> <p>(vii) No Iraqi universities has improved their ranking in international league tables</p>	<p>(i) National Roadmap for Science, Technology and Innovation developed; National Commission for Science, Technology and Innovation established at the MoHESR; Workplan for implementing roadmap and formulation of comprehensive STI policy developed</p> <p>(ii) 100 trained MoHESR and university managers reporting or demonstrating improved skills in planning, quality management and implementation of programmes</p> <p>(iii) 12 universities reporting improved management/quality systems' results (3 in Baghdad, and one in 9 governorates)</p> <p>(iv) 10 new academic/research activities conducted by Iraqi line ministry/universities in partnership with Iraqi Diaspora and non-Iraq universities</p> <p>(v) 0 students enrolled on e-learning courses</p> <p>(vi) 25-50% of cost support by the MoHESR to be allocated to the expansion of Avicenna Centers in Iraq</p> <p>(vii) 2 Iraqi universities has improved their ranking in international league tables</p>	<p>(i) Law of HESR adjusted, national Roadmap for Science, Technology and Innovation deployed in Iraq; National Commission for Science, Technology and Innovation operational; comprehensive STI policy formulated and in force.</p> <p>(ii) 200 trained MoHESR and university managers reporting or demonstrating improved skills in planning, quality management and implementation of programmes</p> <p>(iii) 20 universities reporting improved management/quality systems' results</p> <p>(iv) 15 new academic/research activities conducted by Iraqi line ministry/universities in partnership with Iraqi Diaspora and non-Iraq universities</p> <p>(v) 500 of students enrolled in e-learning courses</p> <p>(vi) 50-75% of cost support by the MoHESR to be allocated to the expansion of Avicenna Centers in Iraq</p> <p>(vii) 5 Iraqi universities have improved their ranking in international league tables</p>	<p>(i) Project reports; anecdotal reports; ministerial orders</p> <p>(ii) Project reports; evaluation reports</p> <p>(iii) University reports</p> <p>(iv) University reports</p> <p>(v) AVCI website; E-learning records; Evaluation reports</p> <p>(vi) Project reports; Evaluation reports; ministerial orders</p> <p>(vii) International university league tables</p>	<p>(i) Administrative stability inside MoHESR and relevant support to our HE programme</p> <p>(ii) political stability and mainly no change on the MoHESR's leadership (Minister)</p> <p>(iii) Security improves and safe movement inside Iraq enhanced ;</p>

	Indicator	Baseline (2010)	Baseline / Milestone (2013)	Target (2014)	Means of Verification	Assumptions
PROJECT OUTPUTS						
1) Staff trained and systems planned to improve management of higher education programmes	(i) # of MoHESR and university managers trained in management/governance, planning and implementation of HE programmes (disaggregated by gender)	(i) 0 MoHESR and university managers trained in management/governance, planning and implementation of HE programmes (disaggregated by gender)	(i) 50 MoHESR managers (38 males/12 females) trained in management/governance, planning and implementation of HE programmes	(i) 100 MoHESR and university managers trained in management/governance, planning and implementation of HE programmes (disaggregated by gender)	(i) Training and project records	Security conditions improve; Limited change of national focal points after the 2013/2014 national elections Common understanding on agenda of national priorities; Funds are available as per workplan
2) Process of a national system for Quality Assurance in Higher Education established	(i) # of pilot universities targeted by the QA programme (ii) # of permanent committees created in universities to implement the QA process (iii) # university staff trained on quality assurance (disaggregated by gender) (iv) # of pilot universities reviewed (internally, externally and peer) (v) Senior managers report positive changes in their staff following training and QA process	(i) 0 pilot universities targeted by the QA programme (ii) 0 permanent committees created in universities to implement the QA process (iii) 0 university staff trained on quality assurance (disaggregated by gender) (iv) 0 pilot universities internally, externally, and peer-reviewed (v) No senior managers report positive changes in their staff following training and QA process	(i) 12 pilot universities targeted by the QA programme (ii) 12 QA permanent committees created in 12 universities to implement the QA process (iii) 51 university staff trained on quality assurance (36 male/15 female) (iv) 12 universities have completed internal review through self-assessment, and have been externally reviewed and 6 peer-reviewed (v) Senior managers report positive changes in their staff following training and QA process	(i) 20 pilot universities targeted by the QA programme (ii) 20 QA permanent committees created in 20 universities to implement the initiated QA process (iii) 100 university staff trained on quality assurance (65 male/35 female) (iv) 20 pilot universities internally, externally and peer-reviewed (v) Senior managers report positive changes in their staff following training and QA process	(i) Project records (ii) Project records; Committee minutes (iii) Training records; website reports (iv) Self-assessment reports; External review reports; Peer review reports; Project records (v) QA Process reports; Project records	Security conditions improve; Limited change of national focal points after the 2013/2014 national elections Common understanding on agenda of national priorities; Funds are available as per workplan

	Indicator	Baseline (2010)	Baseline / Milestone (2013)	Target (2014)	Means of Verification	Assumptions
3) National Agency for Quality Assurance created	(i) QA institutional framework and Plan (including mission, vision, goals, priority tasks and resources) developed for the Iraqi Quality Assurance National Body and endorsed by MoHESR to generalize and sustain QA activity in HEIs (ii) # of MoHESR staff trained on quality assurance and of high-level managers exposed to international QA experiences (through study tours) (disaggregated by gender, agency)	(i) No institutional frameworks nor Plan developed for the Iraqi Quality Assurance National Body and endorsed by MoHESR to generalize and sustain QA activity in HEIs, for the Iraqi Quality Assurance National Body to sustain and generalize QA activity in HEIs (ii) No MoHESR staff trained on quality assurance nor high-level managers exposed to international QA experiences (through study tours) (disaggregated by gender, agency)	(i) Quality Assurance and Accreditation Directorate created in MoHESR Baghdad and no framework nor Plan yet developed and endorsed by MoHESR (ii) 10 MoHESR staff trained on quality assurance and 10 high-level managers participating on study tours to international QA agencies	(i) Quality Assurance and Accreditation Framework developed for the Directorate created in MoHESR Baghdad (ii) 20 MoHESR staff trained on quality assurance and 20 high-level managers participating on study tours to international QA agencies	(i) Quality Assurance and Accreditation Framework; Implementation plan; Project records (ii) Training records ; Tour reports; Project records (iii) Project records	Security conditions improve; Limited change of national focal points after the 2013/2014 national elections Common understanding on agenda of national priorities; Funds are available as per workplan
4) Dynamics of scientific research in Iraq analyzed and needs assessed	(i) # of Iraqi research institutions surveyed, analysing science, technology and innovation capabilities (ii) Productive-meeting held with the Core Group of Experts' (CGE) and the line ministries to discuss the survey's findings (iii) Situation Analysis Report on the status of scientific research in Iraq completed and published	(i) 0 Iraqi research institutions surveyed, analysing science, technology and innovation capabilities (ii) No productive meetings held with Core Group of Experts' (CGE) and the line ministries to discuss the survey's findings (iii) No situation Analysis Reports on the status of scientific research in Iraq completed and published	(i) 91 Iraqi research institutions surveyed, analysing science, technology and innovation capabilities (ii) 1 productive meeting held with Core Group of Experts' (CGE) and the line ministries to discuss the survey's findings (iii) 1 Situation Analysis Report on the status of scientific research in Iraq completed and published	(i) 91 Iraqi research institutions surveyed, analysing science, technology and innovation capabilities (ii) 1 Productive meeting held with the Core Group of Experts' (CGE) and the line ministries to discuss the survey's findings (iii) 1 Situation Analysis Report on the status of scientific research in Iraq completed and published	(i) Situational analysis report (ii) Meeting minutes; Project records (iii) Situational analysis report	

	Indicator	Baseline (2010)	Baseline / Milestone (2013)	Target (2014)	Means of Verification	Assumptions
5) Strategy developed for a better integration of scientific research into the knowledge economy	(i) Roadmap to revitalize science, technology and innovation in Iraq published (ii) Commission for Science, technology and Innovation created (iii) # of comprehensive Science, Technology & Innovation mechanisms/tools developed and endorsed (iv) # of designated members of the National Commission for Science, Technology and Innovation	(i) No roadmap to revitalize science, technology and innovation in Iraq published (ii) No commission for Science, technology and Innovation created at the MoHESR level (iii) No comprehensive Science, Technology & Innovation mechanisms/tools developed and endorsed (iv) 0 designated members of the National Commission for Science, Technology and Innovation	(i) A Roadmap report for Science, Technology and Innovation published to support the revitalization of Scientific Research in Iraq for the period 2012-2020 (ii) 1 commission for Science, technology and Innovation created at the MoHESR level (iii) A draft Science, Technology & Innovation framework developed and submitted to MoHESR for endorsement (iv) 0 members designated for the National Commission for Science, Technology and Innovation	(i) A Roadmap report for Science, Technology and Innovation developed to support the revitalization of Scientific Research in Iraq for the period 2012-2020 (ii) 1 commission for Science, technology and Innovation created at the MoHESR level (iii) a Science, Technology & Innovation framework and comprehensive policy developed and endorsed by MoHESR (iv) 7 line ministries are members of the National Commission for Science, Technology and Innovation	(i) Roadmap (ii) Project records (iii) Policies; MoHESR meeting minutes (iv) Ministerial orders; nominations	Security conditions improve; Limited change of national focal points after the 2013/2014 national elections Common understanding on agenda of national priorities; Funds are available as per workplan
6) Access to academic and scientific links and structures established with Iraqi diaspora and international universities and research institutions	(i) # of Iraqi university staff/ young Iraqi researchers/junior professors trained in modern teaching and scientific research methodologies (ii) # of MoUs established between Iraqi expatriate scientists / international universities and MoHESR (iii) # of international scientific conferences held, to stimulate research in Iraqi universities (iv) Institutional structures established (including UNESCO Chair) and awards introduced to support academic and research community	(i) 0 Iraqi university staff / young Iraqi researchers/junior professors trained in modern teaching and scientific research methodologies (ii) No MoUs established between Iraqi expatriate scientists / international universities and MoHESR (iii) No international scientific conferences held, to stimulate research in Iraqi universities (iv) No institutional structures (including UNESCO Chair) and awards introduced to support academic and research community	(i) 30 Iraqi university staff / young Iraqi researchers/junior professors trained in modern teaching and scientific research methodologies (ii) 10 MoU established between Iraqi expatriate scientists / international universities and MoHESR (iii) 2 international scientific conferences held, to stimulate research in Iraqi universities (iv) No institutional structures nor awards introduced to support academic and research community	(i) 50 Iraqi university staff / young Iraqi researchers/junior professors trained in modern teaching and scientific research methodologies (ii) 15 MoUs established between Iraqi expatriate scientists / international universities and MoHESR (iii) 10 international scientific conferences held, to stimulate research in Iraqi universities (iv) 1 UNESCO Chair and 1 award introduced to support academic and research community	(i) Training records (ii) MoUs (iii) Conference proceedings (iv) Project records; Structure/Award documentation	Security conditions improve; Limited change of national focal points after the 2013/2014 national elections Common understanding on agenda of national priorities; Funds are available as per workplan

	Indicator	Baseline (2010)	Baseline / Milestone (2013)	Target (2014)	Means of Verification	Assumptions
7) E-learning opportunities/alternative provided for curricula development and ICT introduction in HE	(i) # of e-learning centres based on Avicenna accredited Model established in Iraqi universities (ii) # of faculty members trained on e-learning development methodologies, management and quality system (AQAS) (disaggregated by gender) (iii) # of universities equipped with computer and multimedia equipment to facilitate online modules production (iv) # of accredited e-learning modules available for study (v) # of students enrolled on e-learning courses (disaggregated by gender) (vi) # of people employed by MoHESR to work on e-learning	(i) 0 e-learning centres based on Avicenna accredited Model established in Iraqi universities (ii) 0 faculty members trained on e-learning development methodologies, management and quality system (AQAS) (disaggregated by gender) (iii) 0 universities equipped with computer and multimedia equipment to facilitate online modules production (iv) 0 accredited e-learning modules available for study (v) 0 students enrolled on e-learning courses (disaggregated by gender) (vi) No people employed by MoHESR to work on e-learning	(i) 3 e-learning centres based on Avicenna accredited Model established; Agreement reached to establish 10 e-learning centres in 10 Iraqi universities (ii) 150 faculty members trained on e-learning development methodologies, management and quality system (AQAS) (disaggregated by gender) (iii) 4 universities in 4 governorates provided with computer and multimedia equipment to facilitate online modules production (iv) 10 accredited e-learning modules available for study (v) No students enrolled on e-learning courses (disaggregated by gender) (vi) 10 staff members employed by MoHESR to work on e-learning	(i) 10 e-learning centres based on Avicenna accredited Model established; Agreement reached to establish 10 e-learning centres in 10 Iraqi universities (ii) 250 faculty members trained on e-learning development methodologies, management and quality system (AQAS) (disaggregated by gender) (iii) 13 universities in 10 governorates provided with computer and multimedia equipment to facilitate online modules production (iv) 30 accredited e-learning modules available for study (v) at least 500 students enrolled on e-learning courses (disaggregated by gender) (vi) 20 staff members employed by MoHESR to work on e-learning	(i) Project records; e-learning model document (ii) Training records (iii) Project records; e-learning portal; Virtual library (iv) e-learning modules; Project records (v) e-learning records (vi) Project records ; e-learning records	Security conditions improve and movement inside Iraq is enhanced; Limited change of national focal points after the 2013/2014 national elections Funds are available as per workplan

VII. Overall budget distribution through overall project duration:

Budget Category	Total Budget US\$	ESTIMATED UTILIZATION OF RESOURCES US\$					
		2010	2011	2012	2013	2014	2015
1. PERSONNEL and Experts	2,003,839	93,200	283,215	350,664	519,010	681,650	76,100
2. CONTRACTS	2,272,057	37,780	334,811	221,396	293,070	1,370,000	15,000
3. TRAINING (Including Travel and DSA cost for participants)	956,938	48,172	143,588	127,521	138,157	499,500	
4. EQUIPMENT	1,100,185	5,976	16,200	223,624	4,385	850,000	
5. TRAVEL	199,958	3,748	33,972	58,136	24,103	70,000	10,000
6. PROGRAMME/PROJECT SUB-TOTAL	6,532,978	188,877	811,785	981,341	978,725	3,471,150	101,100
7. MISCELLANEOUS (Should Not Exceed 3% of BL 6)	44,252	1,877	2,322	19,553	3,000	14,000	3,500
8. SECURITY (Should Not Exceed 2% of BL 6)	39,276	1,266	16,050	3,610	3,350	12,000	3,000
9. AGENCY MANAGEMENT SUPPORT COST (Should not Exceed 13%)	860,146	24,963	107,920	130,585	128,060	454,630	13,988
10. PROGRAMME/PROJECT BUDGET TOTAL*	7,476,651	216,982	938,077	1,135,089	1,113,135	3,951,780	121,588

*The difference between original budget \$8,531,671 and the above planned budget is \$1,055,020.

VIII. Workplan for the remaining project period under the January 2014 project revision: (15 months)

		2014				2015
Project Outputs	Activities	Q1	Q2	Q3	Q4	Q1
1. Institutional and Human Capacity of MOHESR and universities strengthened in higher education institutions' management, good governance and leadership	1.1. Train MoHESR staff in project management and lean administration to unify the management structure (60 part/5 days-Erbil/Amman)					
	1.2. Enhance capacities for quality fellowship management processes within Iraqi HEIs (40 part/15 days)					
2. Process of a national system for Quality Assurance in Higher Education established	2.1. Initiate the QA process implemented on the 12 universities on 10 more government universities to generalize the process (30 part/3 days-Amman/Erbil)					
	2.2. Monitor plans of continuous improvement of the 12 pilot universities and their implementation (40 part/5 days)					
	2.3. Launch of Peer reviews among pilot universities in collaboration with MoHESR					

		2014				2015
Project Outputs	Activities	Q1	Q2	Q3	Q4	Q1
3. Foundations laid to create a National Agency for quality Assurance	3.1. Design a QA institutional framework for the future Iraqi Quality Assurance National Body to sustain and generalize QA activity in HEIs- Workshop for presentation of QA framework and exit strategies					
	3.2. Training of MoHESR officers on the QA framework and policy development- 35 part/5 days- (Baghdad/Amman)					
	3.3. Organize 2 study tours to QAA in UK, and EQA in Australia) to develop QA and accreditation institutional capacities and engage partnerships					
4. Strategy development for a better integration of scientific research in the knowledge economy achieved	4.1. Organisation of a workshop to formally launch the Roadmap strategies and plan of implementation and initiate the task forces' policy formulation					
	4.2. Strengthen the capacity of stakeholders to develop and formulate comprehensive Science, Technology & Innovation policies (in cooperation with Science Sector)					

Project Outputs	Activities	2014				2015
		Q1	Q2	Q3	Q4	Q1
5. Access to academic and scientific links and structures established with Iraqi diaspora and foreign universities and research institutions	5.1. Support the organisation of local/international scientific conferences to stimulate research in Iraqi universities (100 part/2 days-Erbil/Baghdad/Amman)	R&D -BAG	Karbala-W.Heritage	Basra-Water	Unesco Chair-Kufa	
	5.2. Training of 50 Iraqi HEIs staff/ junior professors on research techniques and their exposure to international universities' environment					
6. E-learning opportunities / alternatives provided for curricula development and ICT introduction in HE	6.1. Expand the Avicenna Network by creating 10 more e-learning centers in Iraq in partnership with METU (Turkey)					
	6.2. Train 150 selected faculty members and trainers to support the 10 new AVCIs					
	6.3. Co-organise with MoHESR 2 annual international e-learning conferences respectively in Baghdad and Erbil					
	6.4. Technical support by Philadelphia University-Jordan to update, validate courses and ensure the maintenance of the 3 launched AVCs in Iraq (Baghdad, Basra and Salahaddin)					
	6.5. Sequential launch of produced e-learning courses online to initiate blended learning					

		2014				2015
Project Outputs	Activities	Q1	Q2	Q3	Q4	Q1
	6.6. Handover of the 13 AVCs to MoHESR and validation of exit strategy					
M&E	6.7. Monitoring and evaluation of the project components					