

Project Document Training of Teachers Trainers

Paris Conference Recommendations
<i>The State of Iraq and International partners need to take urgent measures to increase quality of education by:</i>
1. Curriculum development;
2. Pre-service and in-service training programmes for teachers;
3. Capacity Building for improved school management and educational supervision;
4. Enhance the quality of teaching and learning materials and equipment and promoting early childhood education and child-friendly schools;

Title of Proposed Project/Programme:	Training of Teachers Trainers for Basic and Secondary Education
Duration:	60 Months
Target Beneficiaries:	Direct: - 350 Master Teacher Trainers and Mentors - 40,000 teachers trained in new teaching methodologies and subject upgrading Indirect: Primary and secondary school pupils, the Iraqi community at large
Implementing Partners:	UNESCO, MoE, MoHE, International universities
Total Budget US\$:	Total: 4,043,174

I. Situation Analysis

Since 1980, and due to decades of wars followed by economic sanctions, armed conflicts and unstable security and economic conditions in Iraq, the Iraqi education system suffered from massive deterioration at all levels.

To achieve basic universal education is a major goal of the Iraqi National Development Strategy 2007-2010. In order to reach this goal, the Government of Iraq has defined the enhancement of quality standards of teaching and learning through strengthening basic teacher training as one of the main priorities. The number of skilled educators is still inadequate to meet the basic education needs.

One of the main challenges is the limited capacities of teachers in their fields of specialty (teaching subjects) as well as on using modern teaching methodologies. Such limitations have a direct negative effect on school students preventing them from proper education and a chance in a better future.

Other key challenges are related to the poor infrastructures of the 18 Teacher Training Institutes that have been established at governorate level as well as the limited capacity of MoE in the field of planning, managing and monitoring comprehensive teacher education programs due to the lack of reliable data and national teacher education strategy. Teachers are also facing low salaries and are exposed to constant threats and intimidation, internal displacement and temptation of immigration and seeking political asylum in search for more secure future opportunities outside Iraq.

Since 1980, and due to decades of wars followed by economic sanctions, armed conflicts and unstable security and economic conditions in Iraq, the Iraqi education system suffered from massive deterioration at all levels.

It is thus vital to support the establishment a critical mass of skilled, qualified teachers both in primary and secondary education and to train skilled teacher trainers, especially in secondary education in Science, Mathematics, English, IT skills as well as student-centered approach as highlighted during the Paris conference.

II The Proposed Project

The project aims at enhancing access to and quality of education while addressing main bottlenecks in teacher education. The project will build the institutional capacity of relevant stakeholders in planning, managing and monitoring in-service teacher training while enhancing the capacity of teachers to upgrade their knowledge in their respective fields. This will include the provision of refresher and upgrading training to enable teachers both in primary and secondary education to teach the particular topic in the classroom using a science inquiry and student-centered approach.

The project links to Paris Conference Recommendation that the state of Iraq and international partners need to take urgent measures to increase quality of education by curriculum development, enhancing qualification and performance standards for teachers, as well as enhancing the standard of living of teachers. It also links to the recommendation on improving pre-service and in-service training programs, capacity building for improved school management and educational supervision, and enhancing the quality of teaching and learning materials and equipment and promoting early childhood education and child-friendly schools.

The project also links to Iraq's National Development Strategy, and the education MDGs and EFA Goals which Iraq is keen to achieve.

2.1 Main Objectives:

1. Capacity of MoE, MoHE / Institute for Educational Training and Development enhanced in planning, managing and monitoring in-service teacher education both at primary and secondary level;
2. Capacity of Teacher Training Institutes enhanced in delivery quality in-service teacher training programs at national level;
3. Teaching methodology and knowledge of teachers up-graded including student centered approaches, Science, Mathematics.

2.2 Expected Outcomes:

1. National capacity developed to improve quality of primary and secondary education provided in Iraq, through institutionalized and effective teacher education and training systems.
2. Teacher education and training provided to meet teacher needs within well-developed teacher training system. In-service teacher training system implemented and staff trained on support systems ;
3. 30 Senior Staff and Managers of Teacher Training Institutes trained for the delivery of quality in-service teacher training programs at national level;
4. 10 Teacher Training Institutes provided with IT equipment and labs based on the completed assessment;
5. Teacher training materials that align with national strategies/curricula and reflecting international best practice developed upgrading in educational subjects (mathematics and science). ;
6. 50 Master Teacher Trainers and 300 teacher trainers (supervisors) trained in subject upgrading and new teaching methodologies including student centered approaches civic/national education, mathematics and Science Capacity of 40,000 teachers built in student-center approaches and subject-upgrading including Science and Mathematics.

2.3 Activities:

1. Support MoE in implementing the National Teacher Training Strategy
2. Develop a five year national plan for training all teachers on active learning approach
3. Train all directors and administrator heads in the 24 departments of teacher training on the management of in-service teacher training programs
4. Establish staff professional development unit at TTI
5. Support the establishment of teacher training center in KRG
6. Train MoE staff on the skills of establishing establish QA and M&E system for teacher training
7. Identify teacher training institutes and teacher training departments needs of equipment, resources and IT
8. Provide teacher training institute and TT departments with needed equipment, IT and other resources
9. Furnish training room in each one of five selected governorates with furniture, equipment and IT
10. Develop 12 teacher training packages for 9, 10 and 8 grade teachers
11. Train 160 teacher trainers (supervisors) to participate in training grade 7,8 and 9 math, chemistry, physics and biology training packages
12. Support the teacher training institute in training all grades 7,8 and 9 math, chemistry, physics and biology teachers on the active learning approach using the training packages
13. Identify key accomplishments, focal areas, sustainability issues and unmet needs.
14. Develop jointly with MOE and TTI counterparts a handover plan as well as a continuation teacher training workplan and implementation
15. Handover the project to MOE/TTI
16. Project ending ceremony for the handover of TT project.
17. Monitoring and evaluation of TT project progress toward its objectives
18. Regular monitoring conducted

2.4 Implementation strategy

The Teacher Training Programme for Basic and Secondary Education will build on the past and ongoing support to teacher education in Iraq. Since 2004 UNESCO's interventions have mainly focused on the rapid recovery of teacher education through the rehabilitation of the teacher training institutes and the enhancement of teaching methodologies at secondary level with provision of both in-service and pre-service teacher trainings.

Main achievements in the field of in-service teacher training included the establishment of the National Institute of Educational Training and Development, the training of 60 core trainers and 83 mentors in Science, Mathematics, and English Language and the development of instructional material to train some 1,500 teachers of secondary level. Action has also been taken in the field of pre-service teacher training in partnership with MoHESR. In this regard an international network for teacher education, "Teacher Training Network for Iraq" has been established linking 6 international universities with the universities of Basra, Baghdad, Salahaddin and Anbar, while more than 300 faculty and lecturers have been trained in 10 educational and scientific subjects.

The Teacher Training Programme for Basic and Secondary Education will build on the established institutions and networks to ensure the up-grading of teacher education in both primary and secondary levels. In this regards, UNESCO will support all relevant stakeholders including MoE, MoHE / Institute for Educational Training and Development to design and implement a coordinated strategy for in-service teacher education. A national steering committee for teacher education will be established and a survey will be conducted in order to assess the training needs of teachers as well as the availability and functionality of the IT equipment for teacher education.

The completion of a diagnosis study will inform the development of the national strategic framework for in-service and pre-service teacher training. This will include the development of minimum requirements for in-service training and professional development, performance standards, annual performance reviews as well as allocation of relevant resources at central and governorate level. Monitoring of teacher training related activities will be ensured with the development of additional modules to be added to the already developed Education Management Information System (EMIS) to ensure accurate data collection and progress review of in-service teacher trainings both at central and governorate levels.

Along with the strengthening of institutional capacity, the basic pre-requisites and infrastructure for conducting effective in-service training of teachers will be put in place targeting 40,000 teachers both at primary and secondary level. This will include the following:

- (1) Enhancement of the Teacher Training Institutes at governorate level including provision of training program in planning and managing in-service teacher training programs and IT equipment;
- (2) A set of newly designed instructional materials for use by both Distance Education means and face-to-face discussions, at centers throughout Iraq, and
- (3) a cadre of qualified Master Trainers and Mentors who will ensure in-service teacher trainings in the teacher training centers and primary schools throughout Iraq.

Based on the international expertise of the established Teacher Training Network for Iraq, teacher training packages will be developed and adapted to both primary and secondary levels. This will include the development of one package for educational subject (student-center approaches and civic/national education) and four relevant training packages for subject-upgrading including science and mathematics

The project will ensure the in-service training of a target group of 40,000 teachers in new teaching methodologies and subject upgrading both at primary and secondary education. Refresh training courses will be conducted for the trainers and the mentors previously trained and an additional group of teacher trainers and mentors will be trained based on the developed methodology and packages. A core team between 10 to 20 trainers will be trained in each governorate to ensure the ratio of 1 teacher trainer to 50 teachers per year. To ensure the adoption of new teaching methodologies and student centered approaches at primary education 100 Mentor Trainers will be also trained. Each Mentor Trainer will be responsible to the training of 1000 teacher mentors in selected primary schools.

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.

The different partners in this project will support the MOE and 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 teacher trainers. Further partnerships will be sought with leading Qatari institutions in the field of teacher training and the professional development.

III. Management and Coordination Arrangements

3.1 UNESCO Iraq Office:

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 the UNESCO Iraq office. UNESCO HQ will also provide contractual arrangements and backstopping for technical and financial management of the project. Additional technical assistance will be available from UNESCO-IBE based in Geneva. In addition, support staff and a consultant 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.

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

3.2 Iraqi Ministries:

UNESCO and IBE will work closely with MOE and the Teacher Training Network for Iraq (TTNI) to ensure effective implementation of the project. The different partners will support and collaborate in whichever way is relevant to each partner's area of work and expertise. Collaboration could be in terms of financial input, technical, or logistical. External partners would commit their expertise for capacity building and will establish coordination mechanisms and committees to ensure an integrated project, and avoid duplication.

The MOE will be responsible for establishment of the NERTC (building/ rehabilitation works), and for the production of school textbooks and related training materials. The MOE will also follow-up and monitor the performance of teachers after training in piloted schools.

UNESCO and IBE will support the Ministry and Governorate levels in Baghdad and Kurdistan in identifying international experts for capacity building, gender mainstreaming and supporting the ARC in curriculum development and in incorporation of global concepts. The cooperation of Ministry counterparts will be crucial to the success of the project and to its eventual ownership. The programme will be implemented at the ground level using the resources of the Ministry and the Directorates of Education, and with their support.

For most of the training sessions, the participants in the projects (trainees) will have to travel out of Iraq, possibly to Amman, Doha, Beirut, etc. If security will improve in Iraq, training activities with international assistance might be also envisaged within the country. Iraqi trainees will be engaged in dissemination and public consultation activities at local levels in all provinces.

3.3 Steering Committee:

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

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 MOE and their political will is essential in this regard. If MOE does not nominate appropriate participants that have the profile and commitment to implement this project, then it will cause drawback
- 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

UNESCO has established financial and legal monitoring systems, which will assure compliance with agreed norms within the UN system for actualization of such projects

The UNESCO monitors based in Iraq will continuously monitor and follow-up the implementation of activities through visits to implementation sites. Meetings with the ministries of education staff will be held regularly. The NGOs will be encouraged to monitor the Centres and give guidance to those with weak management.

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 two 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)	Achieved by 2013 (2013)	Target (2015)	Means of Verification
PROJECT OUTCOME					
National capacity developed to improve quality of primary and secondary education provided in Iraq, through institutionalized and effective teacher education and training systems. National capacity developed to improve quality of primary and secondary education provided in Iraq, through institutionalized and effective teacher education and training systems	(i) Improved teacher education and training programmes. (ii) Reformed teacher education and training system. (iii) Improved skills of MoE, TED & TTI managers in reporting, planning and implementation of teacher education and training programmes (iv) Teachers reporting or demonstrating positive changes in teaching practices (v) Financial Contributions allocated to teacher education and training programmes.	(i) No systematic and up to the standards teacher education and training programs , policies and structures implemented (ii) Poor and inefficient Teacher training system. (iii) MOE, TED and TTI managers and administrators demonstrate poor management skills (iv) No data base for teacher training available (v) Not applicable, as looking at additional contributions	(i) Approved Teacher training strategy and set of competency standards for teachers. KRG has started establishing a national teacher training center; (ii) MOE in Baghdad has started reforming their teacher training and education systems according to the recommendations set in the teacher training strategy; 39 Iraqis trained on strategic planning; trained 60 master trainers and 400 supervisors . (iii) MOE, TED and TTI managers and administrators demonstrate poor management skills (iv) Trained supervisors reports positive increase in teaching practices of trained teachers. (v) MoE has contributed \$500,000.00 so far as DSA for 400 supervisors	(i) Implemented %70 of Teacher training strategy recommendations, Implemented competency standards for teachers and teacher training national plan. (ii) Reformed in-service teacher training systems in both KRG and Baghdad .Approved framework of QA system framework and well trained staff and managers to start developing and implementing the system in both Baghdad and KRG. (iii) Managers reporting / demonstrating in reporting , planning and implementation of teacher education and training programmes (iv) 80% of trained teachers who report / demonstrate positive changes in teaching practice (v) 1M dollar financial contributions of MOE in the project activities.	(i) Project reports; anecdotal reports; evaluation reports (ii) End evaluation report (iii) Project reports; evaluation reports (iv) Project reports; evaluation reports (v) Project reports; evaluation reports

	Indicator	Baseline (2010)	Achieved by 2013 (2013)	Target (2015)	Means of Verification
PROJECT OUTPUTS					
1) Provided Teacher education and training which meets teacher needs within well-developed teacher training system.	(i) Identified training needs of teacher and TT institutions. (ii) Aggregate # of approved and implemented TT policy documents (TT strategy, competency standards for teachers TT national plan. (iii) Aggregate # of trained specialist and staff who demonstrate a change in behavior, attitude, knowledge and skills when developing TT policy document. (iv) Measure % of pre and in service teacher training institutes and staff who show a change in behavior, attitude, knowledge and skills from training.	(i) NO formal Teacher and TT institutions training needs are identified (ii) NO approved and implemented TT policy documents (TT strategy, Competency standards for teachers TT national plan) (iii)24 trained specialist and staff on developing TT policy documents (iv) 0 of pre and in service teacher training institutes and staff aware of their training needs and best ways of satisfying these needs	(i) In service TT institutions needs are identified (ii) Approved and implemented TT strategy and the competency standards for teachers . (iii) 60 trained specialist and staff who demonstrate a change in behavior, attitude, knowledge and skills when developing TT policy document (iv) 60 of pre and in service teacher training institutes and staff aware of their training needs and means of satisfying these needs	(i) All teacher training needs at the national level are identified (ii)Three of approved and implemented TT policy documents(TT strategy, competency standards for teachers TT national plan) (iii)119 trained specialist and staff who demonstrate a change in behavior, attitude, knowledge and skills when developing TT policy document (iv) 80% of pre and in service teacher training institutes and staff aware of their training needs and who show a change in behavior, attitude, knowledge and skills from training .	(i) Needs assessment report, project reports sample survey (ii) document analysis, official letters and interviews (iii) training records, interviews and project reports National Framework of Competency Standards for Teachers (iv) sample survey ,project reports and interviews
2) In-service teacher training system implemented and staff trained on support systems	(i) Measure % of implemented recommendations of NTTS effectively (ii)Measure% of trained	(i) 0 implemented recommendations of NTTS (ii) 0 trained managers and	(i) Approved NTTS developed an implementation action for the NTTS and formed a steering committee for implementation.	(i) 70% of the TT strategy recommendations implemented effectively. (ii)80% of trained managers and administrators on the skills of	(i) Project reports; interview ,focus group (ii) Training records, project reports,

	Indicator	Baseline (2010)	Achieved by 2013 (2013)	Target (2015)	Means of Verification
	<p>managers and administrators that demonstrate skills mastery (Mastery is defined as meeting at least 90% of the professional standards in managing and demonstrating teacher training programs)</p> <p>(iii) Measure % of teachers who show a change in behavior, attitude, climate, knowledge and skills from training .</p> <p>% of self-professional development teachers.</p> <p>(iv) Measure % of teacher training specialist, HE professors and other stakeholders who show a change in behavior, climate, attitude, knowledge and skills.</p>	<p>administrators on the skills of managing training programs.</p> <p>(iii) 5% of teachers who believe MOE training programs meets their needs and make them more efficient teachers. % of self-professional development teachers</p> <p>(iv) 0 satisfied teacher training specialist ,HE professors, other stakeholders with the reformed teacher training systems</p>	<p>(ii) 24 of trained managers and administrators on the skills of managing training programs</p> <p>(iii) 60% of math and science teachers for grades 10-11 who show a change in behavior, attitude, climate, knowledge and skills from training</p> <p>(iv) 70% of teacher training specialist ,HE professors, other stakeholders who show a change in behavior, climate, attitude, knowledge and skills</p>	<p>managing training programs</p> <p>(iii) 90 % of math and science teachers for grades 10-11 who show a change in behavior, attitude, climate, knowledge and skills from training</p> <p>(iv) 90% of teacher training specialist ,HE professors, other stakeholders who show a change in behavior, climate, attitude, knowledge and skills .</p>	<p>interviews and sample survey</p> <p>(iii) sample survey, focus group and project reports</p> <p>(iv) sample survey, focus group, and project reports</p> <p>(vi) Project reviews; Reports on M&E/QA/Teacher Evaluation systems</p>

	Indicator	Baseline (2010)	Achieved by 2013 (2013)	Target (2015)	Means of Verification
3) Equipment provided to Teacher Training Institutes and Teacher Education Departments	(i) Indicate # of Teacher Training Institutes with updated equipment (e.g. for library, computer lab, other media) (ii) Indicate # of training rooms furnished with furniture, equipment and IT (iii) Improved quality of teacher training by demonstrating the usage of technology, resources and equipment effectively in training	(i) 0 of Teacher Training Institutes with updated equipment (e.g. for library, computer lab, other media) (ii) 0 of training rooms furnished with furniture, equipment and IT (iii) poor quality of teacher training with no usage of technology, resources and equipment effectively in training	(i) 0 of Teacher Training Institutes with updated equipment (e.g. for library, computer lab, other media) (ii) 0 of training rooms furnished with furniture, equipment and IT (iii) poor quality of teacher training with no usage of technology, resources and equipment effectively in training	(i) 2 teacher training institutes and 24 teacher education departments with updated equipment (e.g. for library, computer lab, other media) (ii) 5 training rooms furnished with furniture, equipment and IT (iii) technology used effectively jointly with needed resources and equipment in 70% of teacher training programs.	(i) Project reports; checklist, observations and interviews (ii) observation, check lists and project reports (iii) sample survey, training records, comparison of teachers trained in 2011, 2012, 2013, and 2014 to determine patterns of increments.
4) Develop teacher training materials that align with national strategies/curricula and reflecting international best practice	(i) Indicate # of developed teacher training packages and training manuals that meet the QA criteria. (ii) Measure % of training specialist who demonstrate a change in behavior, attitude, and knowledge increase with new TT packages.	(i) 0 developed teacher training packages and training manuals that meet the QA criteria. (ii) 0 of training specialist who demonstrate a change in behavior, attitude, knowledge increase with new TT packages.	(i) 16 teacher training packages and training manuals that meet the QA criteria. (ii) 80 % of training specialist who demonstrate a change in behavior, attitude, and knowledge increase with new TT packages.	(i) 28 teacher training packages and one training manual developed (ii) 90% of training specialist who demonstrate a change in behavior, attitude and knowledge increase with new TT packages.	(i) document analysis project reports , observation (ii) sample survey, focus group, and project reports

	Indicator	Baseline (2010)	Achieved by 2013 (2013)	Target (2015)	Means of Verification
5) Teachers show an increase in awareness, behavior, attitude, knowledge and skills after national TT strategy and new teaching methodologies training trained on national strategies/curricula and new teaching methodologies.	<p>(i) Measure % of Master Trainers who show an increased understanding and mastery of the new math and science teacher training</p> <p>(ii) Analyzing teaching methodologies against a core standards</p> <p>(iii) Indicate # of teachers who are trained that show increased awareness ,knowledge and skills.</p> <p>(iv)Indicate % of increase in student role (play active role in his own learning)in his learning in the classroom</p>	<p>(i) 0 of Master Trainers who show an increased understanding and mastery of the new math and science teacher training</p> <p>(ii) Teaching methodologies do not match the teaching standards as identifies in the INFC standards</p> <p>(iii)0 of teachers who are trained that show increased awareness ,knowledge and skills.</p> <p>(iv)Passive student role (play active role in his own learning) in their learning.</p>	<p>(i) 70% of Master Trainers who show an increased understanding and mastery of the new math and science teacher training</p> <p>(ii) Teaching methodologies match 30% of the teaching standards as identifies in the INFC standards</p> <p>(iii)20 %of the 9975 teachers who are trained that show increased awareness ,knowledge and skills.</p> <p>(iv)Passive student role (play active role in his own learning) in their learning.</p>	<p>(i) 90% of Master Trainers who show an increased understanding and mastery of the new math and science teacher training</p> <p>(ii) Teaching methodologies match 60% of the teaching standards as identifies in the INFC standards</p> <p>(iii)50 %of the 35000 teachers who are trained that show increased awareness ,knowledge and skills.</p> <p>(iv) Positive student role (play active role in his own learning) in their learning.</p>	<p>(i) sample survey, interviews, workshop reports</p> <p>(ii) Training records, project reports and interviews</p> <p>(iii) Training records, project reports and interviews (iv) pre and post measures in iv) experimental design ,focus group and observations</p>

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	1,244,146	76,477	195,763	300,579	265,077	347,750	58,500
2. CONTRACTS	897,442	37,709	92,129	271,577	160,772	320,254	15,000
3. TRAINING (Including Travel and DSA cost for participants)	553,708	13,439	18,956	178,831	72,482	270,000	
4. EQUIPMENT	683,634	327	14,336	7,521	1,450	660,000	
5. TRAVEL	110,043	9,011	7,686	26,499	28,291	33,556	5,000
6. PROGRAMME/PROJECT SUB-TOTAL	3,470,200	136,963	328,870	785,007	528,072	1,631,560	78,500
7. MISCELLANEOUS (Should Not Exceed 3% of BL 6)	43,800	4,452	5,406	10,269	5,117	13,556	5,000
8. SECURITY (Should Not Exceed 2% of BL 6)	45,258	2,180	18,633	4,329	5,000	10,116	5,000
9. AGENCY MANAGEMENT SUPPORT COST (Should not Exceed 13%)	465,144	18,667	45,878	103,949	69,965	215,180	11,505
10. PROGRAMME/PROJECT BUDGET TOTAL	4,043,174	162,262	398,788	903,554	608,154	1,870,412	100,005

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

Activities	2014				2015
	Q1	Q2	Q3	Q4	Q1
1.1.1 Finalize and Implement the National Teacher Training Strategy					
1.1.2 Support developing and implementing a five year national teacher training plan					
1.2.1 Train all directors and administrator heads in the 24 departments of teacher training on the management of in-service teacher training programs					
1.2.2 Establish staff professional development unit at TTI					
1.2.3 Upgrade the current teacher training website to function as platform for staff development					
1.2.4 Support the establishment of teacher training center in KRG					
1.2.5 Establish QA and M&E system for teacher training					

Activities	2014				2015
	Q1	Q2	Q3	Q4	Q1
1.3.1 Provide online video conference at TTI Baghdad and Erbil, as well as ICT and virtual library					
1.3.2 Provide TTI with virtual library					
1.3.3 Provide teacher training institute with needed equipment,IT and other resources					
1.3.4 Furnish training room in each one of five selected governorates with furniture,equipment and IT					
1.4.1 Develop 12 teacher training packages for7,8 and 9 grade teachers	Finalized in Q4 2013				
1.5.1 Train 50 master trainers and 200 teacher trainers (supervisors) on the science and math teacher training packages for grades 10 and 11					
1.5.2 Train all 10 and 11th grade math, chemistry, physics and biology teachers on the active learning approach					

Activities	2014				2015
	Q1	Q2	Q3	Q4	Q1
1.5.3 Train 160 teacher trainers (supervisors) to participate in training grade 7,8 and 9 math, chemistry, physics and biology training packages					
1.5.4 Support the teacher training institute in training all grades 10,and 11 math, chemistry, physics and biology teachers on the active learning approach using the training packages					
1.6.1 identify key accomplishments,focal areas, sustainability issues and unmet needs.					
1.6.2Develop jointly with MOE and TTI counterparts a handover plan as well as a continuation teacher training workplan and implementation					
1.6.3 Handover the project to MOE/TTI					
1.6.4project ending ceremony for the handover of TT project .					

Activities	2014				2015
	Q1	Q2	Q3	Q4	Q1
1.7.1 Monitoring and evaluation of TT project progress toward its objectives					
1.8.1 Regular monitoring conducted					