

Strategic/Interim Evaluation of the EU's Support to Education Iraq

Framework Contract SIEA 2018 – Lot 4: Human Development and safety net

Specific Contract No. 300027337

Final Report

4 August 2022

The project is implemented by Eurecna S.p.A and ARS
Progetti S.p.A.



This evaluation is supported and guided by the European Commission and presented by Eurecna spa. The report does not necessarily reflect the views and opinions of the European Commission.

Table of contents:

LIST OF ACRONYMS	4
1. INTRODUCTION TO THE EVALUATION AND CONTEXT	5
1.1 THE INTERVENTION	5
1.2 THE COUNTRY BACKGROUND	6
1.3 THE EVALUATION METHODOLOGY	13
1.4 LIMITATIONS OF THE EVALUATION	14
2. FINDINGS	15
2.1. FINDINGS REGARDING PROGRAMME REACH	15
2.2. FINDINGS CORRESPONDING TO THE MAIN EVALUATION QUESTIONS	18
3. CONCLUSIONS AND RECOMMENDATIONS	22
3.1. LESSONS LEARNED	22
3.2. CONCLUSIONS	23
3.3. RECOMMENDATIONS	26
ANNEX 1: TERMS OF REFERENCE	29
ANNEX 2: THE EVALUATORS	30
ANNEX 3: EVALUATION MATRIX	31
ANNEX 4: INTERVENTION LOGIC – LOGICAL FRAMEWORK MATRICES	36
ANNEX 5: MAP OF IRAQ	90
ANNEX 6: LIST OF PERSONS/ORGANISATIONS CONSULTED	91
ANNEX 7: LITERATURE AND DOCUMENTS CONSULTED	92
ANNEX 8: DETAILED ANSWERS TO THE EVALUATION QUESTIONS	93

LIST OF ACRONYMS

CBO	Community-based organisation
COVID	Coronavirus disease
CSI	Central and Southern Iraq
CSO	Civil society organisation
DAC	Development Assistance Committee
DG	Directorate General
EMIS	Education management information system
EU	European Union
EUR	Euro
Gol	Government of Iraq
IDP	Internally displaced person
KRG	Kurdistan Regional Government
KRI	Kurdish Republic of Iraq
MoE	Ministry of Education
MoLSA	Ministry of Labour and Social Affairs
NDP	National Development Plan
NES	National Education Strategy
NGO	Non-government organisation
QA	Quality assurance
SDG	Sustainable Development Goal
TVET	Technical Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Cultural and Scientific Organization
UNICEF	United Nations Children's Fund

1. INTRODUCTION TO THE EVALUATION AND CONTEXT

1.1 THE INTERVENTION

This report presents the conclusions and recommendations of an evaluation of four EU-funded actions in the education sector in Iraq:

- Mid-Term Evaluation of C-379-894 (British Council): Capacity building in primary and secondary education: Improving quality and equality. Primary and Secondary (Policy+ implementation)/ enrolment and quality assurance at both national and sub-national level. 14,000,000.00 EUR.
- Mid-Term Evaluation of C-407-532 (UNESCO): System Building and Capacity Strengthening of Ministry of Education (MoE) and its Sub-National Directorates of Education for Effective Delivery of Quality Education Outcomes. Primary and Secondary (System building – Education management information system/development and roll-out+ Development of capacity development plan at central level). 4,150,000.00 EUR.
- Mid-Term Evaluation of C-407-544 (UNICEF): System Building and Capacity Strengthening of Ministry of Education (MoE) and its Sub-National Directorates of Education for Effective Delivery of Quality Education Outcomes. Primary and Secondary (System building– Education management information system/development and roll-out+ Development of capacity development plan at DG level). 4,250,000.00 EUR.
- Final Evaluation of C-378-975 (UNESCO): Access to inclusive quality primary and secondary education for IDPs and refugees in crisis-affected areas in Iraq. Primary and Secondary- Implementation/ IDPs and returnees / access and quality. 12,600,000.00 EUR.

The focus of the evaluations is on the assessment of achievements, the quality and the results of the actions, with an emphasis on results-oriented approaches and the contribution towards the implementation of the Sustainable Development Goals. The evaluations present evidence of why, whether or how these results are linked to the EU-funded actions and identifies the factors driving or hindering progress. The evaluations provide an understanding of the cause-and-effect links among: inputs and activities, and outputs, outcomes and impacts. The evaluations will support accountability, decision making, learning and improved management.

The main objectives of the evaluation are to provide the relevant services of the European Union and interested stakeholders with:

- an overall independent assessment of the past performance of EU interventions in the education sector between 2014 and 2022, paying particular attention to strategic results achieved; and
- key lessons learned, conclusions and related recommendations in order to improve current and future interventions.

This is a strategic evaluation – this is the central scope of the evaluation. Therefore, it serves to formulate strategic and aggregate-level lessons learned and recommendations that will support the EU Delegation in Iraq to take stock of the impact and performance of EU investment thus far in the education sector in Iraq, to enhance its alignment with the Iraqi national policy framework on education, and to adapt the implementation/steering methodology of ongoing education projects where needed. Similarly, the outcome of this evaluation will help the EU Delegation in strategically defining the direction and scope in EU forward-looking education programming in Iraq, addressing the impact of the COVID-19 pandemic on the education sector and the education needs of internally displaced people and returnees. All recommendations are strategic in nature to inform policy and decision making.

The evaluation has assessed the intervention using the standard DAC evaluation criteria: relevance, effectiveness, efficiency, sustainability and impact. In addition, the evaluation has assessed one EU-specific evaluation criterion: the EU added value (the extent to which the intervention brings additional benefits to what would have resulted from Member States' interventions only).

1.2 THE COUNTRY BACKGROUND

The education system in Iraq is run by the Ministries of Education and Higher Education. Before the first Gulf War, in 1991 Iraq had an education system that was one of the best in the region, with a successful track record on fighting illiteracy. However, in recent years conflicts and crises have created major problems for the education sector: the lack of school buildings, the lack of qualified teachers, and the lack of appropriate investments and financing represent now major challenges to the education system.

Despite these difficulties, the programme is helping children of diverse ethnic groups and children with disabilities. In one school, Yazidi children living in a camp for internally displaced people are returning to school full time. A senior project manager reported that before this programme the teachers did not know how to deal with school counselling and handicapped children or how to build relationships with the local community. Since attending the training, enrolment of students with disabilities has increased, and all children reportedly receive mental health screening. The local community supports the school and is involved in projects that include decoration and renovation as well.

Today, there are 3.2 million school-aged Iraqi children out of school and in conflict-affected areas. More than 90% of school-aged children are left out of education. These children are more vulnerable to exploitation and abuse, including early marriage especially for girls, child labour and recruitment by armed groups. One in every two schools is damaged. Many schools operate in multiple shifts, and the number of qualified teachers has decreased at all educational levels. Iraq's national budget has witnessed a continuous decline in the past years, allocating less than 6% to the education sector and placing Iraq in the bottom rank of Middle Eastern countries.

The above challenges in the education sector are coupled with high numbers of internally displaced persons (IDPs) and the prolonged presence of nearly a quarter of a million Syrian refugees who have increased the pressure on already-constrained national infrastructure and systems. It is estimated that there are more than 2.8 million IDPs in Iraq of whom 25% (718,644) live in camps¹, with the highest concentration in the governorates of Anbar, Baghdad, Dahuk, Erbil, Kirkuk, Ninewa, and Salah al Din, which have either experienced conflict, or have recently returned to Government control, or are host to large numbers of IDPs and refugees².

Learning levels in Iraq are among the lowest in the Middle East and North Africa (MENA) region and are likely to decline even further because of the impact the COVID-19 pandemic has had on education service delivery, including prolonged school closures. These low learning levels are putting the future of Iraqi children and the country at risk. Effectively the onset of the COVID-19 pandemic has further exacerbated the situation through closing of schools for an undetermined period, affecting over 10 million children with discontinuity in learning.³ In addition periodic school closures have been imposed due to the security issues caused by mass protests that started in October 2019 in central and southern Iraq in particular.

Children and teachers have experienced the trauma of conflict, displacement, and the losses of loved ones. Such trauma has a long-lasting psychological impact which may affect teaching and learning processes and abilities.

Iraq's infrastructure is in ruins in many parts of the country; one in every two schools is reported to be damaged and in need of rehabilitation. A number of schools operate in multiple shifts in an

¹ International Organization for Migration (IOM), Displacement Tracking Matrix (DTM), Round 84, November 2017

² Approximately 10% of Syrian refugee children of school age are out of school due to geographical isolation or disabilities. They can benefit from eLearning initiatives to access education.

³ Government of Iraq, Ministry of Education, General Directorate of Educational Planning, 2018.

attempt to accommodate as many students as possible, squeezing the little learning time that children have.

Disruption in the country has led to disruption in the quality of learning. According to one senior project manager, evidence shows there are significant differences in the success rates of the primary education certificate examination by type of school and whether the school runs multiple shifts. The pass rate of students attending the morning shift is 92%, as compared to a 72% pass rate for the evening shift. Moreover, despite recent growth in the total number of teachers, the number and share of qualified teachers in Iraq have decreased at all educational levels, with the exception of preschool.

Rebuilding a resilient system that delivers quality education to all children is a major priority for the Government of Iraq (GoI), which is committed to pursuing the objectives of Sustainable Development Goal (SDG) 4 – achieving inclusive, equitable and quality education. The development of the National Development Plan 2018 - 2022 (NDP) was a response to the need for major post-conflict reconstruction (estimated at USD 86 billion), as well as large-scale civilian population displacement of 6 million persons. Consequently, a number of sector strategies have been developed that underpin the thematic priorities in education, the Iraqi National Education strategy (2011-2020 to be updated with a new NES), the TVET National Strategy (2012-2022), the Strategy for Inclusive Education (2020) and the Education Enrolment Strategy (2020).

The development of the new National Education Strategy (2020-2030) in the context of the SDGs and the United Nations Sustainable Development Cooperation Framework for Iraq is an opportunity to continue building an education system that can deliver quality education.

A recent World Bank report says that while investments are needed in education, now more than ever, to recover lost learning and turn this crisis into an opportunity, such investments must be accompanied by a comprehensive reform agenda that focuses the system on learning outcomes and builds a more resilient education system for all children.

In 2012, the Government of Iraq (GoI) developed the National Education Strategy (NES) 2011-2020 to serve as a guide for all interventions in the education sectors. In 2013, the GoI endorsed the National Development Plan (NDP) for the years 2013-2017. The plan addressed the education sector under the human and social development chapter and was based on the NES as the GoI did not want the sector to have more than one reference. According to NDP and NES, “Education is a basic factor for the advancement of society and a right guaranteed by the State. In the current context, it is therefore an essential.”

The NES has six major goals focused on: development of the administrative, legal and financial system; creation of a suitable infrastructure; increasing enrolment, equality and efficiency; development of quality management; improving funding and spending, particularly the financial framework, funding sources, disbursement and unit costs; and upgrading research in the Ministry of Education (MoE).

A particular priority was the need to raise the quality of education delivered, by supporting schools and developing leaders to do this⁴, as well as outlining plans to enhance the professional development of teachers. The NES also proposes setting up units which specialise in quality within the MoE and the establishment of standards for teachers and schools as a means of objectively judging absolute and relative performance.⁵

In line with the strategy, departments with responsibility for quality assurance (QA) have already been established in the Ministries of Education in both KRG and Central and Southern Iraq (CSI), where QA is linked to supervision. The NES highlights plans to improve the management and administration system, including finance, define responsibilities more clearly and improve efficiency.

⁴ National Education Strategy 2011-2020: Fourth Strategic Objective: Education Quality Management p43; Development of Expert Leaders p93

⁵ National Education Strategy 2011-2020: MoE Projects, Fourth Theme, Quality in Education p91

The MoE and development partners have agreed that a broad programme approach is the best instrument to reach the government’s educational goals. In order to achieve this objective, the EU-funded programme will focus attention on:

- teacher education development;
- capacity building and policy development for primary and secondary and inclusive education; and
- infrastructure development and educational materials provision for refugees and IDPs.

The EU programme was designed to support components of the National Development Plan (NDP) aimed specifically at improving the quality of primary and secondary education.

The National Strategy for Education and Higher Education in Iraq (NSEHE) 2011-20 (April 2012) contains the following key introductory points:

- The Iraqi constitution (2005) guarantees the right to free education for all stages and makes it compulsory for the primary stage.
- The strategy reaffirms various international conventions adopted by Iraq, such as the Universal Declaration of Human Rights in 1948, which affirmed that education is a basic right for all.
- The strategy notes that the transition to democracy after decades of dictatorship and a one-party system is happening in precarious conditions, including a relatively unstable political and security situation that has resulted in “unlawful practices that pose a serious threat to the education system”. The strategy notes that these threats are declining.
- Rapid growth in the population, especially for children under the age of formal education, constitutes a key challenge for planners in the education sector. More than a third of the Iraqi population is in age groups that correspond to primary, intermediate and preparatory education.

Since the NSEHE was produced over ten years ago we will not reproduce the statistics reported, for example on rapid growth in GDP and the low percentage of GDP spent on education.

The National Development Plan 2018-2022 (NDP) addresses education and higher education in Chapter 9. In the Plan it is noted that consecutive crises have imposed a heavy burden on the social situation, one of the reasons being war priorities competing with development expenditure, resulting in the budget for security and defence being 2.43 times higher than that for education in 2017 (Federal Budget Law for 2017). A consequence has been that the mean years of schooling in Iraq were 6.6 in 2016, lower than other countries in the region.

The table below shows how the EU-funded programme was designed to contribute to addressing NDP priorities.

NDP Priority	EU contribution in programme design
Iraq has high illiteracy rates, unemployment and economic underdevelopment, and gender disparity is “noticeably high” in all social, political and economic sectors.	The EU programme is a comprehensive contribution to addressing this NDP priority, combining actions to increase access to and quality of education, coupled with substantial capacity development at all levels of the education system and close attention to gender equity.
The NDP seeks to “implement policies and programmes that develop human and social capital equipped with the knowledge, attitudes and skills necessary to ensure social stability and prosperity in a globalised economy and a world changing at an unprecedented pace.”	The programme has a strong emphasis on human and social capital development. Some examples follow: <ul style="list-style-type: none"> • C-379-894 (British Council): Education personnel trained to conduct evaluation.

	<ul style="list-style-type: none"> • C-407-532 and C-407-544: Strengthen the capacity of MoE at central and governorate level to improve education services delivery (UNESCO at national level, UNICEF at governorate level). • C-378-975 (UNESCO): Enhanced capacity of civil society organizations active in the provision of educational services for IDP, returnees, remainees and refugee population in Iraq for project implementation.
<p>To achieve this, the NDP focuses on improving the education system efficiency, ensuring a balance between education outputs and labour market requirements to generate decent work and accelerate economic growth. This requires a focus on vocational education and training, developing lifelong learning opportunities, improving education quality by focusing on institutional performance efficiency, teacher training and modernising curricula</p>	<p>The NDP priority related to efficiency is most strongly supported by C-407-532 (UNESCO) and C-407-544 (UNICEF):</p> <ul style="list-style-type: none"> • Improve the effectiveness and efficiency of education through roll-out the Education Management Information System (EMIS) and increase capacity of education planners, statisticians and educators at central and governorate levels. (UNESCO (national level), UNICEF (governorate and school level)). <p>The NDP priority related to curricula is most strongly supported by C-407-532 (UNESCO) and C-407-544 (UNICEF):</p> <ul style="list-style-type: none"> • To raise the quality of education at primary and secondary school level by building capacity to enhance the curriculum, particularly in the area of human science and peace education, and to support children with particular needs, including those with disabilities.

In primary education there is a mismatch between increases in enrolment (91% to 95% between 2009-10 and 2015-16) and insufficient increases in the availability of classrooms and teachers, resulting in overcrowded classrooms and high student-teacher ratios. In intermediate education and secondary education (with rising enrolment rates of 56% and 29% respectively), there has also been insufficient construction of classrooms. The reverse is the case in vocational education, with the number of schools and classrooms increasing by small percentages (0.8% and 0.6% respectively) and the number of students falling by 0.2% between 2009-10 and 2015-16.

The following challenges are presented as common to the pre-tertiary education sector:

1. Enrolment rates are still low and far from the Sustainable Development Objectives, especially at the intermediate and secondary levels.
2. Serious infrastructure problems, including huge deficit in school buildings and low efficiency of health facilities.
3. Persistent education gap between urban and rural areas in quality and quantity, and disparity among provinces.
4. High illiteracy rates particularly in rural and remote areas, and even higher rates in the areas affected by terrorist acts.
5. Limited use of modern teaching methods in the training of teaching staff.

6. Lack of a system for managing education information.
7. Exposure of students to the psychological and social effects of crises, violence and terrorism.
8. Chronic shortage of the education technologies needed to modernise curricula.
9. Lagging behind modern trends in education which limits access to education outputs required by the knowledge-based economy.
10. Weak development role of vocational education; not meeting the labour market requirements; poor capacities and use of outdated technologies in workshops and factories.
11. Poor administrative governance due to weak partnership between education institutions in the private and public sectors.
12. Poor delegation of powers to provinces and poor application of administrative decentralisation at the central and local levels.
13. Wide knowledge gaps due to the collapsed infrastructure of schools and universities and the subsequent high rates of dropping out, illiteracy and involuntary suspended studies in the areas affected by terrorism.
14. All these challenges have led to the prevalence of quantity over quality outputs.

As shown below, the programme design addresses seven of the 12 objectives in the NDP that relate to pre-university education:

- Objective 1:
 - Increase enrolment rates
 - Increase the net enrolment rate in kindergartens to 30% in the target year
 - Increase the net enrolment rate in primary education to 99%
 - Increase the net enrolment rate in intermediate education to 70%
 - Increase the net enrolment rate in secondary education to 45%
 - Increase the enrolment rate in vocational education to 7%
 - Increase the contribution of the private sector to providing education and higher education opportunities by no less than 20%

Increased enrolment is well addressed in the programme design. For example:

- C-379-894 (British Council): An assessment of the main causes of the gap in enrolment rates, with a focus on girls and children in rural areas, and of the education of children with disabilities is delivered, strategies to increase the enrolment rate are developed and Ministries of Education are supported to implement the necessary measures to increase the enrolment rate.
- C-378-975 (UNESCO): Enrolment rates improved of primary and secondary school age IDPs, returnees, remainees and refugees in targeted schools.

- Objective 2: Provide the buildings and supplies needed to accommodate the target number of students during the Plan period. Means of achievement:
 1. Provide sufficient number of buildings to accommodate the target number of students in the 2018– 2022 period and provide the regulative climate and safe and healthy education environment in all education institutions:
 - a. Build 3000 schools during the Plan period to end the double-shift system, handle the growing numbers of students, and reduce classroom crowdedness – including: - Issue legislation needed to buy and allocate land for education projects without paying sums of money; - Instruct

provinces to increase the education projects allocations from the financial allocations received from the various regional development programmes;
- Encourage the private sector to establish private schools and vocational institutes in order to meet the local labour market needs in accordance with legal and education requirements; - Advise waqf offices to co-finance the implementation of school building projects;

- b. Renovate 5500 kindergartens and schools;
2. Develop training in vocational education by establishing 50 workshops and equipping 515 workshops in different specialisations;
 3. Provide more equipment, tools and technologies to support education outputs;
 4. Utilise diverse, new and foreign education materials and tools;
 5. Develop the buildings of laboratories and research centres based on international standards.
- education opportunities by no less than 20%

The programme did not invest heavily in infrastructure. However:

- C-378-975 (UNESCO): The project supported healthier and more conducive school learning environments, completed 149 school improvement works, renovation, expanding classroom spaces in schools, improving the infrastructure, WASH facilities in 97 schools and providing water tanks and water coolers and supplies such as heaters, kerosene, fans and air coolers to 103 schools.

- Objective 3: Improve the education system efficiency. Means of achievement:
 1. Build the capacities of teaching staff including their knowledge and skills;
 2. Provide education and technical infrastructure in schools and universities, and increase the use of new tools to keep up to date with the latest field developments;
 3. Provide continued capacity building of education administrators and teaching staff;
 4. Improve the quality of graduate programmes and stimulate research for innovation;
 5. Improve education governance and financial sustainability to achieve competitiveness and institutional excellence;
 6. Improve education opportunities to increase the level of job skills and competences.

The programme made important contributions to education system efficiency. For example:

- C-379-894 (British Council): Standards for self-evaluation and external evaluation of schools were reviewed and education personnel trained to conduct evaluation.
- C-407-532 (UNESCO) and C-407-544 (UNICEF): Improve the effectiveness and efficiency of education through roll-out the Education Management Information System (EMIS) and increase capacity of education planners, statisticians and educators at central and governorate levels. (UNESCO (national level), UNICEF (governorate and school level)).

- Objective 4: Provide education services and requirements to create an attractive school environment. Means of achievement:
 1. Reduce classroom crowdedness.
 2. Provide health and environmental services.

3. Activate the role of parents' councils and CSOs in providing the financing needed to rehabilitate and expand the current school buildings.
4. Carry out early identification of gifted students and ones with special needs and attract them to appropriate schools to provide them with corresponding education environment.

The programme did not invest heavily in the physical improvement of schools. However:

- C-378-975 (UNESCO): The project supported healthier and more conducive school learning environments, completed 149 school improvement works, renovation, expanding classroom spaces in schools, improving the infrastructure, WASH facilities in 97 schools and providing water tanks and water coolers and supplies such as heaters, kerosene, fans and air coolers to 103 schools.
- C-378-975 (UNESCO): The project rehabilitated ten schools damaged by conflict in and near Mosul.

Support for students with special needs was included in the programme:

- C-379-894 (British Council): Revised curriculum for an inclusive education is developed.
- C-378-975 (UNESCO): Improve access to inclusive education for vulnerable school-age children (6-17), including IDPs, returnees, remainees, refugees and children with disabilities, affected by the Iraq/Syria/ISIL crisis.

- Objective 5: Adopt education technologies to modernise curricula. Means of achievement:
 1. Develop the use of new education technologies.
 2. Develop the relevant capacities of curricula authors and designers.
 3. Adopt modern approaches to curricula evaluation.

The programme provided support for curriculum improvement:

- C-379-894 (British Council): Curriculum on human sciences, civic and peace education is developed and teachers and school managers deliver the changed curriculum.
- C-379-894 (British Council): Revised curriculum for an inclusive education is developed and teachers use modern teaching methods to deliver revised curriculum.

Implementing agencies adapted to the difficulties of the COVID-19 pandemic using e-learning technology.

- Objective 7: Develop the role of administrative governance at schools. Means of achievement:
 1. Improve partnerships among education institutions in the public and private sectors.
 2. Advance the delegation of powers to the provinces.
 3. Improve the application of administrative decentralisation at the central and local levels.
 4. Improve the monitoring and evaluation mechanisms.
 5. Enhance partnerships among education institutions in the public and private sectors.
 6. Encourage government contractors to participate in the rehabilitation, expansion and development of school buildings.

The programme supported improved capacity for evaluation:

- C-379-894 (British Council): Education personnel are trained to conduct evaluation and external evaluations together with school development planning is mainstreamed in the targeted schools.

The programme provided the following support for decentralisation:

- C-407-532 (UNESCO) and C-407-544 (UNICEF): Strengthen the capacity of MoE at central and governorate level to improve education services delivery (UNESCO at national level, UNICEF at governorate level).

- Objective 11: Revive the education institutions affected by terrorism. Means of achievement:
 1. Reconstruct and rehabilitate damaged and destroyed schools and increase enrolment rates at all education levels.
 2. Close learning gaps caused by displacement.
 3. Carry out training programmes for students and teaching staff to enhance the performance levels.
 4. Implement programmes aimed to train and empower students who were exploited by terrorist groups.
 5. Design cultural and awareness-raising programmes for students and enhance sound education principles to counteract dynamics that promote violence and terrorism.

There was attention to NDP Objective 11 in the programme design:

- C-378-975 (UNESCO): The project rehabilitated ten schools damaged by conflict in and near Mosul.
- C-378-975 (UNESCO): Increased number of trained teachers deployed with the knowledge and skills necessary to meet the needs of IDPs, returnees, remainees and refugees.
- C-379-894 (British Council): Standards for self-evaluation and external evaluation of schools reviewed.

1.3 THE EVALUATION METHODOLOGY

The table below summarises the phases and outputs of the evaluation.

Phase	Output
Inception	Desk review: background analysis (general and by project)
	Stakeholder analysis
	Donor mapping
	Intervention logic
	Evaluation questions
	Evaluation matrix
	Presentation of inception report
Desk	In-depth document analysis
	Interviews with stakeholders, beneficiaries and project management
	Identification of information gaps and hypotheses to be tested in the field phase
	Design of the field phase
	Desk Note
Field	Slide presentation
	Initial meetings at country level with key stakeholders (Iraq)
	Gathering of primary evidence with the use of the most appropriate techniques (Iraq)
	Data collection and analysis (Iraq)
	Presentation of preliminary findings

	Intermediary Note
	Slide presentation
Synthesis	Final analysis of findings
	Formulation of the overall assessment, conclusions and recommendations
	Presentation of draft final report
	Final evaluation report with comments addressed
	Executive summary
Dissemination	Trifold brochure
	Final presentation seminar

The evaluation matrix (as planned in the inception phase of the evaluation) is presented in Annex 3 with evaluation questions, judgement criteria, indicators and means of verification.

In the desk phase of the evaluation an in-depth review of relevant documents was undertaken. The Desk Note is summarised in section 1.2 above.

In the field phase of the evaluation in-depth interviews and focus group discussions were undertaken with the following role players and stakeholders:

- European Union
- Ministry of Education (Baghdad and Erbil)
 - General Education and Planning and Statistics Directorates
- Ministry of Labour and Social Affairs
- British Council
 - British Council beneficiaries
- UNESCO
 - UNESCO Chief of Education
 - UNESCO Erbil, Programme officer
 - UNESCO Baghdad, Programme Officer
 - EMIS design and implementation consultant
 - IDP Monitoring Consultant
 - UNESCO Programme officer for IDP
- UNICEF
 - UNICEF head of the education sector
 - 3 UNICEF programme officers
- Education Adviser in the Presidency (Council of Ministers)
- Kurdistan Steering Committee and beneficiaries

Interview data were captured by the two consultants who carried out the field mission, using a data table provided by the Team Leader. The Team Leader coded and analysed the field data, which included verbatim quotations and paraphrased summaries of the responses of interviewees. Interviews were conducted individually and in groups.

The desk review and the field mission data were triangulated to generate the lessons learned, conclusions and recommendations of the evaluation.

1.4 LIMITATIONS OF THE EVALUATION

The following limitations hindered the evaluation without impacting on its overall value:

- The implementation plans, progress reports and project revision documents are key sources of information on modifications to the original design during the implementation process. The information contained in this report is based on the documents received by the evaluation team from the EUD in Baghdad. The documentation provided did not in most

cases contain up-to-date information on the progress of the projects, or updated project logframes. This limitation was partially mitigated in the field phase of the evaluation.

- The timeframe of the evaluation was severely compressed (in terms of possible working days) by a variety of factors, including illness and leave among key role players and the timing of Ramadan. The field mission was scheduled to begin at the end of March 2022 but had to be postponed to the end of May. In particular, this delay affected the time available for the analysis of the field mission data and the production of the final evaluation report. The delay, coupled with the absence of the Team Leader in the field mission (see below), also prevented the field mission consultants from asking all the project-specific evaluation sub-questions (see Annex 3).
- Only one stakeholder responded to the request of the evaluation team to provide convenient dates and times for interviews to be conducted in the course of the field mission. The evaluation team spent a great deal of time setting up meetings, especially at the beginning of the field mission.
- The Team Leader of the evaluation tested positive for COVID-19 and was not able to travel to Iraq to join his colleagues for the field mission. He supported them remotely.

2. FINDINGS

2.1. FINDINGS REGARDING PROGRAMME REACH

Given the difficult context in which the programme has been implemented, the programme reach has been impressive. For example:

- C-379-894 (British Council): All 30,000 schools in Iraq have been supported.
- C-407-532 (UNESCO): 960 schools have been supported.
- C-407-544 (UNICEF): 2,440 teachers have been trained.
- C-378-975 (UNESCO): 171,939 vulnerable school-age children have received educational support and services.

The documents from which the statistical information is drawn are listed in Annex 7 as documents specific to the four EU-funded projects.

Project	Numbers reached	Quality
C-379-894 (British Council): Capacity building in primary and secondary education: Improving quality and equality	<p>The project initially covered schools in Baghdad, Erbil, Basra, Babil, Anbar, Salah Al Din and Ninawa. However, the project has now succeeded in reaching every school in the country through changing the role of education supervisors from a traditional one of inspection into one more supportive to a school and its staff.</p> <ul style="list-style-type: none"> • The project operates across all of Iraq's 30,000 schools • The project engaged more than 8,000 supervisors and supported more than 600,000 educators in schools. 	<p>There are substantial improvements in the success rates of the primary education certificate final examination at schools targeted by the project. The pass rate in 2020-2021 for students attending schools targeted by the project was 72%, as compared to a 40% pass rate for 2015 and 2016.</p> <p>The project helped in the capacity building of senior officials and practitioners in education to design and introduce new policies and plans to: increase enrolment, enable school</p>

Project	Numbers reached	Quality
	<ul style="list-style-type: none"> • 30,000 head teachers were trained in school development • 23,000 schools were assessed • 2,000 youth volunteers are deployed in schools <p>The project increased the enrolment rate through an analysis of the causes of low enrolment and the development of strategies to address the differential rates.</p> <p>The project supported children with particular needs, including those with disabilities. It increased access to education for children with disabilities through the collection of baseline data, updating legislation and the curriculum, capacity building and awareness raising.</p>	<p>counsellors to support children, especially those who are traumatized and refine the curriculum with a greater focus on civic and peace education.</p> <p>The British Council has improved quality and equality in the education system, supporting the enrolment and learning of children with a focus on girls in rural areas, disabled children and those who suffered from war and displacement.</p> <p>The project raised the quality of education through enhanced quality assurance of schools against standards.</p> <p>The project focused on inclusion through supporting MoE and MoLSA in CSI and in the Kurdish Region in Iraq to develop the curriculum, train teachers and, importantly, reviewing the current legislation related to the education of disabled children.</p>
<p>C-407-532 (UNESCO): System Building and Capacity Strengthening of Ministry of Education (MoE) and its Sub-National Directorates of Education for Effective Delivery of Quality Education Outcomes.</p>	<p>Total number of beneficiaries of training of Master Trainers for all the Governorates and General Directorates (Baghdad MoE, Baghdad Rasafa 3 , Baghdad Karkh 1, Baghdad Karkh 3, Basrah, Thi Qar, Najaf, Anbar, Muhana, Missian, Qadisiyah) = 97 (74 male + 23 female)</p> <p>Total number of beneficiaries of training for call centre agents who received complete training for all Governorates and General Directorates (Baghdad MoE, Baghdad Rasafa 3 , Baghdad Karkh 1, Baghdad Karkh 3, Basrah, Thi Qar, Najaf, Anbar, Muhana, Missian, Qadisiyah) = 27 (21 male + 6 female)</p>	

Project	Numbers reached	Quality
	<p>Total number of beneficiaries of training at the school level in all the targeted locations Rusafa/3 , Karkh/1, Najaf, Basrah, ThiQar, Anbar, Qadisiyah, Muhana, Missian, Karkh 3 = (960 schools, 1,920 trainees)</p>	
<p>C-407-544 (UNICEF): System Building and Capacity Strengthening of Ministry of Education (MoE) and its Sub-National Directorates of Education for Effective Delivery of Quality Education Outcomes.</p>	<p>Total number of beneficiaries of EMIS rollout in 8 Governorates (Baghdad, Basrah, Najaf, Thi-Qar, Anbar, Missan, Muthanna), 9 General Directorates (Resafa 3, Karkh 1, Basrah, Najaf, Thi-Qar, Anbar, Missan, Muthanna, Qadissiya) = 943 schools, 2,413 teachers reached (735 female + 1678 male)</p> <p>Total number of beneficiaries of teacher training in 4 General Directorates (Resafa 3, Basra, Thi Qar, Qadissiya) = 2,440 (1,217 female + 1,223 male), 1,220 schools reached</p>	
<p>C-378-975 (UNESCO): Access to inclusive quality primary and secondary education for IDPs and refugees in crisis-affected areas in Iraq.</p>	<p>Total number of direct beneficiaries (vulnerable school-age children (6-17) IDPs, returnees, remains and refugees, children with disabilities, and religious minorities affected by Iraq/Syria/ISIL crisis received educational support and services under subgrants, in 6 governorates of Iraq: Ninewa, Anbar, Salah al-Din, Erbil, Sulaimaniyah, Duhok) = 171,939 (91,267 male, 80,672 female)</p> <p>Types of direct beneficiary: Age group 6-17 = total 163,344 (86,574 male, 76,770 female) Age group 19 and older = total 8,595 (4,693 male, 3,902 female)</p> <p>Teachers with strengthened capacity in teaching in a crisis context (TiCC) = 2,852 (1,421 female, 1,431 male)</p>	<p>CSOs developed a network in alliance with MoE/DoE and UN Agencies towards timely delivery of educational services to vulnerable children as a result of the EIE programme. All project implementing partners participate regularly in the national/sub-national education cluster meetings. Save the Children is a co-chair with UNICEF of the National Education Cluster.</p>

Project	Numbers reached	Quality
	<p>Number of enhanced school infrastructure/facilities hosting vulnerable children = 149 schools in 6 targeted governorates</p> <p>Number of out of school children enrolled in the schools as a result of the EIE program = 6,597 (2,733 female, 3,864 male)</p> <p>Teachers trained in PSS, PFA, Life Skills resilience, modern teaching techniques, e-learning methodologies, receiving learning materials and/or other educational support and services = 2,852 (1,421 female, 1,431 male), 57% mentored</p> <p>Number of students provided with appropriate IEC print materials = 9,325 students (4,150 female, 5,175 male)</p> <p>Number of students provided with printed self-learning materials for learning outside of school/at home = 7,082 students (3,329 female, 3,753 male)</p> <p>Number of children with access to different forms of alternative learning = 5,893 students (3,014 female, 2,879 male)</p> <p>Number of schools provided with adequate WASH supplies = 48 schools</p>	

2.2. FINDINGS CORRESPONDING TO THE MAIN EVALUATION QUESTIONS

Summarised findings corresponding to the main evaluation questions are presented below. Detailed findings are presented in Annex 8.

Main Evaluation Questions	Findings
To what extent were EU actions relevant to the national Iraqi sector policy framework?	The objectives of the Capacity Building Program for Primary and Secondary Education in Iraq are relevant in terms of national policy objectives in education in Iraq. The objectives are to improve the quality and equality of the education system and to strengthen the

Main Evaluation Questions	Findings
	<p>institutional capacities in education administration at central and local level and promote decentralisation in education management. The programme is very consistent with and supportive of the National Education Strategy (NES) 2011-2020, particularly the goals of increasing enrolment, equality and efficiency and the development of quality management. For example, departments with responsibility for quality assurance have been established in the Ministries of Education in both KRG and Central and Southern Iraq. The project interventions were also highly responsive to the demands of parents, teachers and communities. The EU programme is still relevant, even though priorities in Iraq have shifted; an addendum to this Financing Agreement was signed on 21 May 2019 and the duration was changed to 84 months to respond to changes in the programme context.</p>
<p>To what extent have EU interventions (the past and the ongoing) contributed to increase access to education in Iraq mainly at public schools and for basic and secondary level? And how this could be enhanced?</p> <p>To what extent have EU interventions contributed to increase the quality of education in Iraq at basic and secondary level? And how could this be enhanced?</p>	<p>The operating environment in Iraq has been challenging due to the outbreak of the COVID-19 pandemic and resultant lockdowns and curfews to control prevention of the spread of the virus. These changes had implications for the pace of implementation and delivery and resulted in a reduced number of achieved targets as compared to the planned activities. The programme explored alternative ways of delivering educational support and services to beneficiaries and continued implementing those activities that were feasible to deliver, adjusting to a new mode of operating by using distance education such as the video lessons and the Education Network campaigns.</p> <p>The programme provided video lessons for children nationwide targeting the Arabic-speaking population. The Educational TV that is owned by the MoE was also used later on. The reach of the videos on the platform used to post the videos was beyond expectations. (The remote teaching strategy was not part of the planned project activities but the implementing agencies were able to address it in response to emerging needs.)</p> <p>The EMIS component of the programme was very positively appraised by respondents. However, there is still work to be done on the effective utilisation of EMIS. Moreover, data are reportedly missing on distance learning through online platforms.</p> <p>The fluid nature of the project context has made it critical for the implementing partners to be adaptive. They have achieved this very effectively by being open and flexible in terms of human resources and funding to address the emerging needs identified by the Departments of Education or MoEs to ensure that the project can cover as many needs as possible. Adaptive management was particularly necessary after the outbreak of the COVID-19 pandemic.</p> <p>Overall, the appraisal of respondents of the effectiveness of the programme was very positive.</p>
<p>How complementary were/are EU actions with other donors' actions in the sector?</p>	<p>There are no other donors supporting the education system. One senior project manager described other donors' actions in the education sector as 'invisible'.</p> <p>However, there have been strong partnerships among UN agencies and NGOs, bringing together interdependent rights to quality education, including health, protection, water and sanitation. Continuous coordination and exchange of information have resulted in prevention of overlapping and optimisation of the effectiveness of concerted efforts.</p>

Main Evaluation Questions	Findings
	<p>National and local organisations have been selected as Lead or Associate implementing partners, and close relationships with stakeholders have been developed. Overall, stakeholder engagement in the programme has been effective.</p>
<p>How responsive were/are EU interventions in the education sector to the needs of the most vulnerable groups (IDPs, refugees, children with disabilities and girls)?</p>	<p>This evaluation assesses the programme impact as satisfactory since it had a positive impact on, institutional development, gender mainstreaming and social equity. The programme improved IDPs' facilities in remote areas. It trained teachers and monitored the effective application of training to classroom settings for children with special needs. The programme contributed to a reduction in the dropout rate and a decrease in the repetition rate in primary schools. Enrolment has been addressed through strategic documents designed by the programme and the various interventions of the four projects. The programme is expected to positively impact on increasing enrolment rates and access especially for girls, disabled children and children from vulnerable groups. The capacity development activities enhanced the administrative skills of MoE, local education management officials and school management. For the first time in Iraq, every school set a vision and mission and is working towards achieving them through an annual school development plan.</p> <p>The EMIS system was positively appraised by all respondents. By improving education management, the system will contribute to effective evidence-based planning and policy making, addressing the actual educational needs of all beneficiaries, irrespective of any social or geographical barrier. In addition, the assessment of capacity development needs will form the basis for the development of the five-year capacity development strategy and its three-year implementation plan. Both will be linked to the national education strategy currently being developed.</p> <p>Although the purchase and delivery of laptops suffered serious initial delays, 3,000 laptops have been delivered to schools in Karkh-1 and Rasafa-3. EMIS roll-out also includes the provision of servers and internet connectivity. However, according to UNESCO, the main challenge now is the poor internet connection in Iraq.</p> <p>A core team of Master Trainers from the MoE and Rasaf 3, trained by UNESCO, began to lead the training of teachers (2 per school in 560 schools) in June 2021. An EMIS call centre has been established at the MoE and three support analysts from the call centre are trained to provide remote support to school-level users. These measures enhance Iraqi ownership and sustainability, preparing MoE users for the eventual transfer of the technology.</p> <p>For children of refugees, returnees, remainees and IDPs in crisis-affected areas the programme supported healthier and more conducive school learning environments.</p> <p>Over the project life, 2,852 teachers were trained on TiCC and 1,459 teaching staff strengthened their capacity in psychosocial support, emotional well-being, E-learning and modern teaching techniques.</p> <p>The total number of IDP, returnee, remainee and refugee children provided with educational support and services under the project reached 163,344, more than the set target of 100,000, in six governorates of Iraq – Anbar, Salah al Din, Ninewa, Erbil, Duhok and Sulaimaniyah.</p>

Main Evaluation Questions	Findings
	<p>A senior project manager reported that the EU intervention has been “important and essential to support disabled children’s access to school”, but noted that “substantial gaps remain when it comes to ensuring the right to education for all”.</p> <p>The UNESCO IDP project prioritised rehabilitation and installation of gender-sensitive latrines in targeted schools. The secondary school age female students have benefited from distribution of dignity kits containing hygiene and sanitary items that helped to improve enrolment and retain girls in schools. Back to school campaigns highlighted the importance of girls’ education and targeted school age girls and children who had dropped out.</p> <p>Awareness raising campaigns drew the attention of communities to the importance of education for girls and the role of community leaders for advocacy on this to help loosen the existing cultural and societal norms. Through individual counselling sessions, the project worked closely with families to overcome the perception of education for girls being unimportant and the prioritisation of boys’ education over girls in a family. Educating family members has helped in improving girls’ enrolment and preventing them from dropping out of school.</p> <p>Gender equality has been further mainstreamed through the capacity building and awareness raising among educational actors and teaching staff; the project strongly encouraged and engaged female teachers in the capacity building trainings and other learning and development opportunities.</p>
<p>To what extent have the various activities in the different interventions transformed the available resources into the expected and intended results, in terms of quality, quantity and timeliness?</p>	<p>Unforeseen circumstances, such as the COVID-19 pandemic and the collapse of government due to widespread demonstrations since October 2019, created an extended period of inertia in the absence of key decision makers. The Programme Steering Committee that represents the Federal Ministry of Education has been replaced and the new members were all briefed to take forward the planned activities.</p> <p>Because of the above situation, the tender for computer equipment and hardware was relaunched by UNESCO. This has affected most notably the procurement of laptops and the subsequent training. Considerable delays of almost one year have affected the delivery of computer equipment and hardware for the EMIS system, with the first laptops only available in April 2021. This delay has affected the commencement of the trainings as these depend on the availability of laptops. In addition, the inter-dependence of UNICEF’s progress and results on UNESCO’s progress on upstream preparatory elements has caused serious delays in the implementation of EMIS, teachers’ training and capacity development interventions.</p> <p>Given the above delays, a no-cost extension of the Contribution Agreement was requested until May 2023. The Addendum included most notably a budget increase for human resources, consultants and for laptops and the workplan was revised accordingly. As a result of the delay in the laptop delivery, training could only begin in May 2021 using the first batch of computers.</p> <p>Despite these challenges, the corrective measures applied have led to progress being made, including support to teachers and students through the production of video lessons and the training of teachers on remote delivery to address restrictions required as a result of the COVID-19 pandemic.</p>

Main Evaluation Questions	Findings
<p>To what extent can achievements of previous actions be considered sustainable and what is the expected impact of the Interventions in the longer term? What strategic and operational suggestions can be given to enhance the sustainability of ongoing education projects?</p>	<p>The government's strategy, the Education Sector Plan, and its commitment to the achievement of Sustainable Development Goal 4, indicate continued support for the programme activities. The programme is likely to be sustainable.</p> <p>The ongoing training under the four projects, the continued application of teacher training in classroom settings, the continuation and expansion of EMIS, and the capacity development for strengthening school management for efficiency and transparency under the programme should continue to contribute to student enrolment and retention.</p> <p>In KRI, the Ministry of Education developed a strategy for the sustainability of project activities such as the assessment of teacher performance by head teachers, with support from supervisors as needed, and the assessment of head teacher performance by the 'critical friend' supervisor. The MoE is now implementing those activities in Erbil, Sulaimani, Dohuk, Halabja, part of Diyalah (Garmian), and part of Kirkuk.</p> <p>Sustainability in the targeted schools is ensured through the establishment of the EMIS system and the development of capacities needed for the effective use of the system.</p>
<p>How efficient were/are the visibility and communication plans implemented under each action? How did this contribute to inform the EU role in the sector?</p>	<p>The communication and visibility activities carried out by the British Council, UNESCO and UNICEF ensured that information concerning the programme, its objectives and achievements is presented accurately and shared with appropriate audiences on a timely basis by the most effective means.</p>
<p>What benefits were achieved that could not have resulted from Member States' interventions only?</p>	<p>The added value of EU support is viewed in the long-term effect of its contribution to the substantial improvement of the education sector. Its added value is also based on combining support to capacity development, information management and support to policy development.</p> <p>The capacity building project focused on areas related to access and quality that are related to the policy framework especially at pre-university level. Originally the scope was limited to five provinces (Baghdad, Erbil, Basra, Anbar and Ninawa if security allows). Today it works at national scale in the 19 provinces of Iraq including all of CSI and KRI.</p> <p>The change in attitudes has been positive towards education especially for girls and disabled children; there is increased accountability at school level in terms of access to education for all. The development of the National Framework for Inclusive Education played a key role as follows:</p> <ul style="list-style-type: none"> • Changing perceptions of disability and the right of disabled children to access education • Reducing the stigma around disabled children especially girls • Deaf children sat for grade six national examinations for the first time in Iraq's history as they were deprived of this right by law

3. CONCLUSIONS AND RECOMMENDATIONS

3.1. LESSONS LEARNED

An important finding of the evaluation is that the objectives of the Capacity Building Program for Primary and Secondary Education in Iraq are relevant in terms of national policy objectives in education in Iraq. The EU programme is still relevant, even though priorities in Iraq have shifted.

A key strategic lesson learned follows:

- Future EU interventions should continue to be informed by their relevance to national policy objectives in education and adapted to any change in the context of an intervention.

A related finding is that, in the context of the outbreak of the COVID-19 pandemic, the programme explored alternative ways of delivering educational support and services to beneficiaries and continued implementing those activities that were feasible to deliver, adjusting to a new mode of operating by using distance education such as the video lessons and the Education Network campaigns. A key strategic lesson learned follows:

- Even in the face of completely unexpected changes in the context of future EU interventions, innovative ways to address the new challenges must be sought.

There are no other donors supporting the education system as a whole. However, there have been strong partnerships among UN agencies and NGOs working in education, health, protection, water and sanitation, and continuous coordination and exchange of information have resulted in prevention of overlapping and optimisation of the effectiveness of concerted efforts. A key strategic lesson learned follows:

- Strong partnerships with other actors in the education and related sectors are advisable in future EU interventions to ensure synergy and avoid duplication.

The programme has positively impacted on increasing enrolment rates and access especially for girls, disabled children and children from vulnerable groups, including children from remote areas. For children of refugees, returnees, remainees and IDPs in crisis-affected areas the programme supported healthier and more conducive school learning environments. A key strategic lesson learned follows:

- Future EU interventions should include, and even focus on, the most marginalised, to ensure enhanced equity in the education system.

The capacity development activities of the programme enhanced the administrative skills of the MoEs in CSI and KRI, local education management officials and school management. For the first time in Iraq, every school set a vision and mission and is working towards achieving them through an annual school development plan. A key strategic lesson learned follows:

- Future EU interventions should include capacity building at all levels, including local and school levels, to support sustainability.

The programme has been gender-sensitive, for example providing appropriate latrines and dignity kits and organising awareness raising campaigns to draw the attention of communities to the importance of education for girls. The programme has also worked closely with families to overcome the perception of education for girls being unimportant. Gender equality has been further mainstreamed through capacity building and awareness raising among educational actors and teaching staff. A key strategic lesson learned follows:

- Future EU interventions should include support for gender equity at all levels – management, schools, communities and even families.

3.2. CONCLUSIONS

The conclusions of the evaluation are presented below, organised per evaluation criterion.

Evaluation Criteria	Conclusions
---------------------	-------------

<p>Relevance (the extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change)</p>	<p>The objectives and design of the Capacity Building Program for Primary and Secondary Education in Iraq respond very appropriately to the needs, policies and priorities of the GoI.</p> <p>The objectives of the programme are relevant in terms of national policy objectives in education in Iraq. The objectives are to improve the quality and equality of the education system and to strengthen the institutional capacities in education administration at central and local level and promote decentralisation in education management. The programme is very consistent with and supportive of the NES 2011-2020 and the NDP 2013-2017, particularly the goals of increasing enrolment, equality and efficiency and the development of quality management. The project shares many of the objectives that are listed in the National Enrolment Strategy (2020-2023) and the National Framework for Inclusive Education (2019-2028).</p>
<p>Effectiveness (the extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups)</p>	<p>The programme has been very effective, despite the difficult circumstances in which it has been implemented. The approach of implementing agencies to adaptive management has been commendable.</p> <p>The operating environment in Iraq has been challenging due to the outbreak of the COVID-19 pandemic and resultant lockdowns and curfews to control prevention of the spread of the virus. These changes had implications for the pace of implementation and delivery and resulted in a reduced number of achieved targets as compared to the planned activities. The programme explored alternative ways of delivering educational support and services to beneficiaries and continued implementing those activities that were feasible to deliver, adjusting to a new mode of operating by using distance education such as the video lessons and the Education Network campaigns. Other notable achievements include building the capacity among community-based organisations (CBOs) and supporting the volunteerism spirit among younger generations (over 30 CBOs and 1000 volunteers).</p> <p>The fluid nature of the project context has made it critical for the implementing partners to be adaptive. They have achieved this very effectively by being open and flexible in terms of human resources and funding to address the emerging needs identified by the Departments of Education or MoEs to ensure that the project can cover as many needs as possible. Adaptive management was particularly necessary after the outbreak of the COVID-19 pandemic.</p>
<p>Efficiency (the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way)</p>	<p>Despite multiple obstacles, the programme has been implemented as efficiently as possible under the circumstances, largely because of the adaptive management approach by implementing agencies referred to above, coupled with the accommodating approach of the EU in providing a no-cost extension.</p> <p>Unforeseen circumstances, such as the COVID-19 pandemic and the collapse of government due to widespread demonstrations since October 2019, created an extended period of inertia in the absence of key decision makers. The Programme Steering Committee that represents the Federal Ministry of Education has been replaced and the new members were all briefed to take forward the planned activities.</p> <p>Despite these challenges, the corrective measures applied have led to progress being made, including support to teachers and students through the production of video lessons and the training of teachers on remote delivery to address restrictions required as a result of the COVID-19 pandemic. The project activities were originally designed to be</p>

	<p>implemented in limited geographical areas, but some activities were rolled out to all Iraq without extra budget.</p>
<p>Sustainability (the extent to which the net benefits of the intervention continue or are likely to continue)</p>	<p>The programme is likely to prove sustainable, largely due to the government's strategy, the Education Sector Plan, and its commitment to the achievement of Sustainable Development Goal 4. Attention needs to be paid to capacity building of education personnel at all levels, including schools, in the use of EMIS.</p> <p>The ongoing training under the four projects, the continued application of teacher training in classroom settings, the continuation and expansion of EMIS, and the capacity development for strengthening school management for efficiency and transparency under the programme should continue to contribute to student enrolment and retention.</p> <p>In KRI, the Ministry of Education developed a strategy for the sustainability of project activities such as the assessment of teacher performance by head teachers, with support from supervisors as needed, and the assessment of head teacher performance by the 'critical friend' supervisor. The MoE is now implementing those activities in Erbil, Sulaimani, Dohuk, Halabja, part of Diyalah (Garmian), and part of Kirkuk.</p> <p>Sustainability in the targeted schools is ensured through the establishment of the EMIS system and the development of capacities needed for the effective use of the system.</p>
<p>Impact (the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects)</p>	<p>The programme impact is positive, particularly on institutional development, gender mainstreaming and social equity.</p> <p>The programme improved IDPs' facilities in remote areas. It trained teachers and monitored the effective application of training to classroom settings for children with special needs. The programme contributed to a reduction in the dropout rate and a decrease in the repetition rate in primary schools. Enrolment has been addressed through strategic documents designed by the programme and the various interventions of the four projects. The programme is expected to positively impact on increasing enrolment rates and access especially for girls, disabled children and children from vulnerable groups. The capacity development activities enhanced the administrative skills of MoEs, local education management officials and school management in CSI and KRI. For the first time in Iraq, every school set a vision and mission and is working towards achieving them through an annual school development plan.</p> <p>For children of refugees, returnees, remainees and IDPs in crisis-affected areas the programme supported healthier and more conducive school learning environments. Over 4,000 teachers were trained, and over 160,000 IDP, returnee, remainee and refugee children were provided with educational support and services in six governorates.</p> <p>Disabled children's access to school has improved, but there are still gaps to be addressed in ensuring the right to education for all. Female students have benefited from the provision of gender-sensitive latrines and dignity kits, together with awareness raising campaigns on the importance of girls' education.</p>
<p>Coherence, Coordination and Consistency (the compatibility of the intervention with other interventions in a country, sector or institution)</p>	<p>Although other donors are providing assistance in pockets, the EU is the only donor supporting the education system as a whole.</p> <p>There are no other donors supporting the education system. One senior project manager described other donors' actions in the education sector as 'invisible'. The EU is the major player in the education sector.</p>

	<p>However, there have been strong partnerships among UN agencies and NGOs, bringing together interdependent rights to quality education, including health, protection, water and sanitation. Continuous coordination and exchange of information have resulted in prevention of overlapping and optimisation of the effectiveness of concerted efforts.</p> <p>National and local organisations have been selected as Lead or Associate implementing partners, and close relationships with stakeholders have been developed. Overall, stakeholder engagement in the programme has been effective.</p>
<p>EU Added Value (the extent to which the intervention brings additional benefits to what would have resulted from Member States' interventions only in the partner country)</p>	<p>The added value of EU support for education is substantial, largely because of the system emphasis referred to above.</p> <p>The added value of EU support is viewed in the long-term effect of its contribution to the substantial improvement of the education sector. Its added value is also based on combining support to capacity development, information management and support to policy development.</p> <p>The capacity building project focused on areas related to access and quality that are related to the Iraqi policy framework at pre-university level. Originally the scope was limited to five provinces (Baghdad, Erbil, Basra, Anbar and Ninawa if security allows). Today it works at national scale in the 19 provinces of Iraq including all of CSI and KRI.</p> <p>The change in attitudes has been positive towards education especially for girls and disabled children; there is increased accountability at school level in terms of access to education for all. The development of the National Framework for Inclusive Education played a key role as follows:</p> <ul style="list-style-type: none"> • Changing perceptions of disability and the right of disabled children to access education • Reducing the stigma around disabled children especially girls • Deaf children sat for grade six national examinations for the first time in Iraq's history as they were previously deprived of this right by law
<p>Communication and Visibility (efficiency of the visibility and communication plans implemented under each action)</p>	<p>The visibility and communication plans implemented under each action were very effective.</p> <p>The communication and visibility activities carried out by the implementing partners (British Council, UNESCO and UNICEF) ensured that information concerning the programme, its objectives and achievements has been presented accurately and shared with appropriate audiences on a timely basis by the most effective means.</p>

3.3. RECOMMENDATIONS

The following recommendations are derived from the document review and analysis of the data obtained through interviews with role players and stakeholders undertaken in the field mission. They are presented in two categories:

- EU strategy: strategic recommendations to be considered primarily by the EU
- Gol strategy: strategic recommendations to be considered primarily by the Gol

Recommendation	Level
The multi-pronged approach adopted by the programme should be replicated in the future, encompassing needs analysis, capacity building, evidence-based strategies to improve access and equity and	EU strategy

Recommendation	Level
<p>support for the most marginalised children, including girls and the disabled (including children with mental disabilities). Require bidders:</p> <ul style="list-style-type: none"> • To explain how they will develop evidence-based strategies to improve access and equity • To describe the support they will provide to the most marginalised children • To include as risks natural disasters and crises caused by human factors, with effective mitigation strategies 	
<p>Iraq needs decentralisation in service delivery – therefore, the capacity of education planners, statisticians and educators at central and governorate levels needs to be increased to oversee the implementation of education policies and plans, the recruitment and management of human resources, the supervision of schools, and the management of educational infrastructure. Require bidders:</p> <ul style="list-style-type: none"> • To indicate what leads to successful decentralisation of education systems • To describe their experience in supporting decentralisation • To describe their experience in capacity building of education personnel 	EU strategy
<p>Funding of EMIS should continue to support development in Iraq in all governorates, enhancing the availability of quality, relevant education data as a prerequisite for the government’s ability to improve education through evidence-based policy making at the central and governorate administration level, and to empower the teachers and administrators at the school level to make informed decisions quickly and effectively. Require bidders:</p> <ul style="list-style-type: none"> • To describe their experience in developing an EMIS • To show not only how they will develop an EMIS but how they will ensure that information is effectively utilised for planning 	EU strategy
<p>Bridge the digital divide between Iraq and the rest of the world and increase articulation of ICT policies and strategies in the education sector through capacity building at national, regional and local levels and development of ICT infrastructure in all basic education schools, building a critical mass of professionals to spearhead changes required to meet the SDGs and ensure the inclusion of girls, female teachers and marginalised groups. Require bidders:</p> <ul style="list-style-type: none"> • To describe their experience in the development of ICT infrastructure at all levels of education systems • To describe their experience in developing capacity to use ICT effectively 	EU strategy
<p>More effort is required to conduct additional training for MoE staff in CSI and KRI and teachers who will take the lead to do data entry at the school level. Require bidders:</p> <ul style="list-style-type: none"> • To describe their experience in training in data entry for EMIS at national and local levels 	EU strategy
<p>EU should support the development of new technology in primary and secondary education at national level. Require bidders:</p> <ul style="list-style-type: none"> • To describe their experience developing in new technology in primary and secondary education to support improved learning 	EU strategy
<p>Support the Gol to increase the budget allocation for basic education. Require bidders:</p> <ul style="list-style-type: none"> • To describe their experience in providing technical assistance in the development of government budgets 	EU strategy

Recommendation	Level
<p>For future similar projects, integration of child protection activities or effective referral systems and case management is recommended, especially for children with disabilities (including children with mental disabilities). Require bidders:</p> <ul style="list-style-type: none"> • To describe the key elements of successful child protection strategies • To describe their experience in developing and implementing child protection strategies 	EU strategy
Develop a new mindset for a flexible, cooperative and decentralised education management system	Gol strategy
Define and agree on ways that training centres will have the autonomy, power and accountability to operate in a decentralised system	Gol strategy
Provide greater funding for capital expenditures such as computers, furniture and learning materials, including expert support to improve school infrastructure for children with disabilities	Gol strategy
It is critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest, and natural hazards and to ensure that education is maintained during an emergency, conflict, and post-conflict situations, with attention to the effects of climate change in the school curriculum	Gol strategy
Schools provide a safe and protective environment for children; being out of school due to protracted school closures has exposed children to a number of protection-related risks and increased their levels of stress – every effort should therefore be made to keep schools open	Gol strategy
Organise a round table to share knowledge on how to improve basic education for all children, bringing together policymakers, experts, development partners and representatives of MoE and other ministries, private sector and civil society in CSI and KRI	Gol strategy
Incorporate teacher training in all governorates	Gol strategy
EMIS should cover all governorates in Iraq to track progress and development across the country while serving as an excellent source for decision making	Gol strategy
The public private partnership must be finalised to assist MoEs in CSI and KRI to continue using EMIS and introducing mechanisms for enhanced accountability to inform and communicate about system performance	Gol strategy
Agreement needs to be reached between the Communications and Media Commission in Iraq and the MoE to provide a permanent connection of internet services to the schools and MoE	Gol strategy
Provide equipment for access to internet in all governorates and in all schools	Gol strategy

Evaluation Questions (Sub-questions in <i>italics</i>)	Judgement Criteria How will the merits or success be assessed?	Indicators Which data will help assess the merits or success?	Sources of Information/Means of Verification Where will the required data come from?
Relevance (the extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change)			
<p>To what extent were EU actions relevant to the national Iraqi sector policy framework?</p> <p><i>Which aspects of the national sector policy framework are most relevant to the actions?</i></p> <p><i>Which aspects of the national sector policy framework are not addressed by the actions?</i></p>	<ul style="list-style-type: none"> • The direct contributions of the EU actions to the policy framework will be assessed. • The indirect contributions of the EU actions to the policy framework will be assessed. 	<ul style="list-style-type: none"> • Qualitative assessment of the national sector policy documents in relation to the EU actions. 	<ul style="list-style-type: none"> • National sector policy documents will be reviewed.
Effectiveness (the extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups)			
<p>To what extent have EU interventions (the past and the on-going ones) contributed to increase access to education in Iraq mainly at public schools and for basic and secondary level? And how could this be enhanced?</p> <p><i>What increases in access to education have been achieved?</i></p> <p><i>Are there differences in increases across regions? If so, why?</i></p> <p>To what extent have EU interventions contributed to increase the quality of education in Iraq at basic and secondary level? And how could this be enhanced?</p>	<ul style="list-style-type: none"> • The contributions of the EU actions to increases in access to education will be assessed. • The contributions of the EU actions to increases in the quality of education will be assessed. • The contributions of the EU actions to mitigation of climate change will be assessed. 	<ul style="list-style-type: none"> • Assessment of sex- and age-disaggregated enrolment data. • Assessment of sex- and age-disaggregated examinations data. • Assessment of reports describing the implementation of new technologies in education. • Assessment of reports describing the implementation of climate-related strategies in education. 	<ul style="list-style-type: none"> • EMIS data. • ROM reports. • Interviews with key government officials, project stakeholders and project staff.

Evaluation Questions (Sub-questions in <i>italics</i>)	Judgement Criteria How will the merits or success be assessed?	Indicators Which data will help assess the merits or success?	Sources of Information/Means of Verification Where will the required data come from?
<p><i>What increases in the quality of education have been achieved?</i></p> <p><i>Are there differences in increases across regions? If so, why?</i></p> <p><i>Have modern teaching methodologies (E-learning platforms/digitalization) been successfully implemented?</i></p> <p><i>Has the approach been sensitive to climate change?</i></p>			
Efficiency (the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way)			
To what extent have the various activities in the different interventions transformed the available resources into the expected and intended results, in terms of quality, quantity and timeliness?	<ul style="list-style-type: none"> • Could the same results have been achieved at less cost? • Could better results have been achieved at the same cost? 	<ul style="list-style-type: none"> • Project financial data. 	<ul style="list-style-type: none"> • Project financial reports. • Interviews with key government officials, project stakeholders and project staff.
Sustainability (the extent to which the net benefits of the intervention continue or are likely to continue)			
To what extent can achievements of previous actions be considered sustainable and what is the expected impact of the Interventions in the longer-term? What strategic and operational suggestions can be given to enhance the sustainability of ongoing education projects?	<ul style="list-style-type: none"> • Do key government officials believe that government can contribute to project sustainability? • Do project stakeholders believe that they can contribute to project sustainability? • Do project staff believe that the projects are sustainable? 	<ul style="list-style-type: none"> • Project financial data. • Interview data (key government officials, project stakeholders and project staff). 	<ul style="list-style-type: none"> • Project financial data. • Interviews with key government officials, project stakeholders and project staff.
Impact (the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects)			

Evaluation Questions (Sub-questions in <i>italics</i>)	Judgement Criteria How will the merits or success be assessed?	Indicators Which data will help assess the merits or success?	Sources of Information/Means of Verification Where will the required data come from?
<p>How responsive were/are EU interventions in the education sector to the needs of the most vulnerable groups (IDPs, refugees, children with disabilities and girls)?</p> <p><i>Has gender equality been enhanced?</i></p>	<ul style="list-style-type: none"> • The contributions of the EU actions to increases in access to education for the most vulnerable groups will be assessed. • The contributions of the EU actions to increases in the quality of education for the most vulnerable groups will be assessed. • The contributions of the EU actions to increases in gender equality will be assessed. 	<ul style="list-style-type: none"> • Assessment of sex- and age-disaggregated enrolment data for the most vulnerable groups. • Assessment of sex- and age-disaggregated examinations data for the most vulnerable groups. • Assessment of gender-related data. 	<ul style="list-style-type: none"> • EMIS data. • ROM reports. • Interviews with key government officials, project stakeholders and project staff.
Coherence, Coordination and Consistency (the compatibility of the intervention with other interventions in a country, sector or institution)			
<p>How complementary were/are EU actions with other donors' actions in the sector?</p> <p>What has been the role of civil society in the sector, including associations of women and youth?</p>	<ul style="list-style-type: none"> • Reports of other donors' actions will be assessed. 	<ul style="list-style-type: none"> • Interview data (key government officials, project stakeholders and project staff). 	<ul style="list-style-type: none"> • Interviews with key government officials, project stakeholders and project staff. • Reports of other donors' actions
EU Added Value (the extent to which the intervention brings additional benefits to what would have resulted from Member States' interventions only in the partner country)			
<p>What benefits were achieved that could not have resulted from Member States' interventions only?</p>	<ul style="list-style-type: none"> • Project documentation will be assessed. • Donors' documentation will be assessed. 	<ul style="list-style-type: none"> • Data from assessment of documentation. 	<ul style="list-style-type: none"> • Interviews with key government officials, project stakeholders and project staff. • Reports of other donors' actions
Communication and Visibility (efficiency of the visibility and communication plans implemented under each action)			
<p>How efficient were/are the visibility and communication plans implemented under each action? How did this contribute to inform the EU role in the sector?</p>	<ul style="list-style-type: none"> • Project documentation, project documentation and logos on project vehicles will be assessed. 	<ul style="list-style-type: none"> • Data from assessment of project documentation. • Data from observation of logos on project vehicles. 	<ul style="list-style-type: none"> • Assessment of project documentation. • Observation of logos on project vehicles.

Evaluation Questions (Sub-questions in <i>italics</i>)	Judgement Criteria How will the merits or success be assessed?	Indicators Which data will help assess the merits or success?	Sources of Information/Means of Verification Where will the required data come from?
		<ul style="list-style-type: none"> • Interview data (EUD officials and project staff). 	<ul style="list-style-type: none"> • Interview data (EUD officials and project staff).

ANNEX 4: INTERVENTION LOGIC – LOGICAL FRAMEWORK MATRICES

System Building and Capacity Strengthening of MOE and its Sub-national Directorates of Education for Effective Delivery of Quality Education Outcomes (UNICEF)

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
Overall objective: Impact⁶	Improved learning outcomes and equitable and inclusive education for all girls and boys in Iraq by 2021	<p>Net enrolment rate: Primary and lower secondary education (girls/boys)</p> <p>Transition rate of children to secondary education disaggregate by gender</p> <p>Percentage of out-of-school children: (a) primary (b) secondary</p>	<p>Primary: All: 91% Girls:88% Boys:94%</p> <p>Lower Sec.: All: 74% Girls:65% Boys:84%</p> <p>50%</p> <p>a. 8.3% b. 25.9%</p> <p>44% (boys and girls) 2017</p>	<p>Primary: All: 95%</p> <p>Lower Sec.: All: 78%</p> <p>53%</p> <p>a. 5% b. 20%</p> <p>50%</p>	Ministry of planning reports /EMIS reports/ MICS/ Statistical reports	There will be increased budget allocation for education at national and Governorate levels to support mainstreaming and sustaining planned interventions.

⁶ UNESCO will follow UNICEFs wider impact level indicators for consistency. For UNICEF, impact level indicators are at high national level to which the project will contribute. UNICEF considers its accountability is at output level and as such UNESCO adopts the approach too.

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
		Primary education completion rate disaggregated– girls and boys				
Specific objective(s): Outcomes (OC)	S01. To improve the effectiveness and efficiency of education through roll-out the Education Management Information System (EMIS) and increase capacity of education planners, statisticians and educators at central and governorate levels. (UNESCO (national level), UNICEF (governorate and school level))	Comprehensive decentralized live data available at national, governorate and school levels	Unreliable and inconsistent national level data only	Incremental improvements to Core EMIS indicators for effectiveness and efficiency observable by project end.	Statistical reports Monitoring reports	The Ministry of Education will continue to demonstrate commitment to evidence-based decision making The Ministry of Education will continue to demonstrate commitment to decentralization and ceding of decision making authorities to subnational institutions and communities.
	S02. To strengthen the capacity of MoE at central and governorate level to improve education services delivery	MoE capacity enhanced in education services delivery	To be determined based on the data that will be collected before and during the capacity development plan	MoE staff are capable of developing capacity development and implementation plans (central and governorate levels)	Capacity developed plans at central and governorate level	

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
	(UNESCO at National Level, UNICEF at governorate level)					
	S03. To enhance the quality of teaching and learning by operationalising the capacity development plan and developing teachers' capacities at central and governorate levels. (UNESCO at central level and UNICEF at governorate and school level)	- Quality of teaching and learning enhanced at central and governorate levels through operationalising the training plan	To be determined based on the data that will be collected before and during the capacity development plan	MoE staff are capable of operationalising the training plans at central and governorate levels.	Statistical reports Monitoring reports	
Outputs (OP)	1. Functional EMIS database established and rolled-out	EMIS system developed	Partially developed	EMIS is fully operational	The EMIS system	MoE staff are committed to use and enter accurate data on EMIS The security situation will remain relatively stable.
		Call centre for the EMIS established and operational	No centres available	Call centre is providing technical support	Monitoring reports on the support provided by the centre	
		Staff capacity in the targeted governorates enhanced (24,640 training days for 4,928	No capacities available	Trainers and directorate staff are capable to use the EMIS system	Monitoring reports on the training and data entry	

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources Means and of Verification	Assumptions
		staff)				<p>Government provides staff and resources to participate in the creation of the outputs.</p> <p>Availability and cooperation of government experts and officials to actively participate, being engaged in the process.</p> <p>Availability and cooperation of government officials to be trained</p>
		Number of schools entered on the EMIS	33 schools	<p>2,464 schools entered in the EMIS across 8 governorates (2,431 schools new to the system)</p> <p>All schools in 2 KRI governorates using the ePerwerde system are integrated</p> <p>5 hub and spoke school clusters pilot scale approaches</p>	<p>School records on the EMIS</p> <p>Recommendations report on upscaling EMIS</p>	
		Number of literacy centres entered on the EMIS	121 Illiteracy Eradication Centers (IEC)	489 IECs entered in the EMIS (368 new to the system)	Literacy centres records on the EMIS	
		Number of statistical reports generated	None	At least 50 reports	Reports generated by the EMIS	
	2. Developing Education Capacity Development plans at national and governorate levels	5-year National Education Capacity Development plan developed at central level	To be determined based on data and plans in the MoE	5-year National Education Capacity Development plan	Training plan document	
		Number of Governorate Education sector plans and capacity	No governorate education sector plans and capacity	3 -year Education sector plans and capacity development plans	Education sector plans and capacity development plans	

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
		development plans developed at selected governorates	development plans	available in 4 governorates (Baghdad, Basrah, Qadissiya, and Thi Qar)		
		3- year capacity development implementation plan developed at central level	To be determined based on data and plans in the MoE	3-year capacity development implementation plan at central level	Implementation plan document	
		3- year capacity development implementation plan developed in 4 governorates	No governorate teacher training plans	3-year capacity development implementation plans in 4 governorates (Baghdad, Basrah, Qadissiya, and Thi Qar)	Implementation plan document	
	3. Enhancing teachers' capacities in service delivery at central and governorate levels	Pilot training materials developed	No materials available	2 training specifications and related materials developed	Training materials	
		Number of Master trainers trained on developed materials	No Master Trainers	24 Master Trainers	Training records	
		Number of teachers participated in developing the capacity building plans and teachers training	0	4,000 teachers (1,000 per governorate Baghdad, Basrah,	Training records	

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
				Qadissiya, and Thi Qar)		

System Building and Capacity Strengthening of Ministry of Education (MoE) and its Sub-National Directorates of Education for Effective Delivery of Quality Education Outcomes (UNESCO)

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
Overall objective: Impact⁷	Improved learning outcomes and equitable and inclusive education for all girls and boys in Iraq by 2021	<p>Net enrolment rate: Primary and lower secondary education (girls/boys)</p> <p>Transition rate of children to secondary education disaggregate by gender</p> <p>Percentage of out-of-school children: (a) primary (b) secondary</p> <p>Primary education completion rate disaggregated– girls and boys</p>	<p>Primary: All: 91% Girls:88% Boys:94%</p> <p>Lower Sec.: All: 74% Girls:65% Boys:84%</p> <p>50%</p> <p>c. 8.3% d. 25.9%</p> <p>44% (boys and girls) 2017</p>	<p>Primary: All: 95%</p> <p>Lower Sec.: All: 78%</p> <p>53%</p> <p>c. 5% d. 20%</p> <p>50%</p>	Ministry of planning reports /EMIS reports/ MICS/ Statistical reports	There will be increased budget allocation for education at national and Governorate levels to support mainstreaming and sustaining planned interventions.

⁷ UNESCO will follow UNICEFs wider impact level indicators for consistency. For UNICEF, impact level indicators are at high national level to which the project will contribute. UNICEF considers its accountability is at output level and as such UNESCO adopts the approach too.

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
Specific objective(s): Outcomes (OC)	SO1. To improve the effectiveness and efficiency of education through roll-out the Education Management Information System (EMIS) and increase capacity of education planners, statisticians and educators at central and governorate levels. (UNESCO (national level), UNICEF (governorate and school level))	Comprehensive decentralized live data available at national, governorate and school levels	Unreliable and inconsistent national level data only	Incremental improvements to Core EMIS indicators for effectiveness and efficiency observable by project end.	Statistical reports Monitoring reports	The Ministry of Education will continue to demonstrate commitment to evidence-based decision making The Ministry of Education will continue to demonstrate commitment to decentralization and ceding of decision making authorities to subnational institutions and communities.
	SO2. To strengthen the capacity of MoE at central and governorate level to improve education services delivery (UNESCO at National Level, UNICEF at governorate level)	MoE capacity enhanced in education services delivery	To be determined based on the data that will be collected before and during the capacity development plan	MoE staff are capable of developing capacity development and implementation plans (central and governorate levels)	Capacity developed plans at central and governorate level	
	SO3. To enhance the quality of teaching and learning by operationalising the capacity development plan and developing teachers' capacities at central and governorate levels. (UNESCO at central level and	- Quality of teaching and learning enhanced at central and governorate levels through operationalising the training plan	To be determined based on the data that will be collected before and during the capacity development plan	MoE staff are capable of operationalising the training plans at central and governorate levels.	Statistical reports Monitoring reports	

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
	UNICEF at governorate and school level)					
Outputs (OP)	1. Functional EMIS database established and rolled-out	EMIS system developed	Partially developed	EMIS is fully operational	The EMIS system	<p>MoE staff are committed to use and enter accurate data on EMIS</p> <p>The security situation will remain relatively stable.</p> <p>Government provides staff and resources to participate in the creation of the outputs.</p> <p>Availability and cooperation of government experts and officials to actively participate, being engaged in the process.</p> <p>Availability and cooperation of government officials to be trained</p>
		Call centre for the EMIS established and operational	No centres available	Call centre is providing technical support	Monitoring reports on the support provided by the centre	
		Staff capacity in the targeted governorates enhanced (24,640 training days for 4,928 staff)	No capacities available	Trainers and directorate staff are capable to use the EMIS system	Monitoring reports on the training and data entry	
		Number of schools entered on the EMIS	33 schools	2,464 schools entered in the EMIS across 8 governorates (2,431 schools new to the system)	School records on the EMIS	
				All schools in 2 KRI governorates using the ePerwerde system are integrated	Recommendations report on upscaling EMIS	
				5 hub and spoke school clusters pilot scale approaches		
	Number of literacy centres entered on the EMIS	121 Illiteracy Eradication Centers (IEC)	489 IECs entered in the EMIS (368 new to the system)	Literacy centres records on the EMIS		
	Number of statistical	None	At least 50 reports	Reports generated by		

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
		reports generated			the EMIS	
	2. Developing Education Capacity Development plans at national and governorate levels	5-year National Education Capacity Development plan developed at central level	To be determined based on data and plans in the MoE	5-year National Education Capacity Development plan	Training plan document	
		Number of Governorate Education sector plans and capacity development plans developed at selected governorates	No governorate education sector plans and capacity development plans	3 -year Education sector plans and capacity development plans available in 4 governorates (Baghdad, Basrah, Qadissiya, and Thi Qar)	Education sector plans and capacity development plans	
		3- year capacity development implementation plan developed at central level	To be determined based on data and plans in the MoE	3-year capacity development implementation plan at central level	Implementation plan document	
		3- year capacity development implementation plan developed in 4 governorates	No governorate teacher training plans	3-year capacity development implementation plans in 4 governorates (Baghdad, Basrah, Qadissiya, and Thi Qar)	Implementation plan document	
	3. Enhancing teachers' capacities in service delivery at	Pilot training materials developed	No materials available	2 training specifications and	Training materials	

	Results Chain	Indicators	Baseline (incl. reference year)	Targets (incl. reference year)	Sources and Means of Verification	Assumptions
	central and governorate levels			related materials developed		
		Number of Master trainers trained on developed materials	No Master Trainers	24 Master Trainers	Training records	
		Number of teachers participated in developing the capacity building plans and teachers training	0	4,000 (1,000 teachers per governorate Baghdad, Basrah, Qadissiya, and Thi Qar)	Training records	

Capacity building in primary and secondary education: improving quality and equality (British Council)

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
<p>To improve the quality and equality of the primary and secondary education systems in Iraq</p>	<p>Number/percentage of children benefiting from project (disaggregated by: CSI/KRI, gender, SEND, Urban/rural, school level, IDPs)</p>	<ul style="list-style-type: none"> School profile data – tracked 5 times over life of project starting April 2018 Project documentation Working group FGD School matrix results – consultation with heads, teachers, school counsellors, parents, children and community education committees Heads and supervisors survey 	<p>N/A</p>	<ul style="list-style-type: none"> 50,000 students to benefit under subcomponents 1,2,3 in 1,000 schools and MoLSA special institutions (breakdown to follow) to be tracked through school matrix Original target, students in 5 provinces. Target expanded to all students to benefit under subcomponent 4 (10 m students). 5,000 teachers, 1,000 head teachers, 3,000 school counsellors, 300 supervisors to be trained under subcomponents 1,2 & 3 All supervisors and head teachers to be trained under subcomponent 4 10 Directorates of Supervision at Federal and Governorate level have increased a capacity to judge the performance of schools Additional 15% of schools (375) improve to reach the standards set for schools 	<p>Subcomponent 1, awareness campaign: 1-Billboard campaign in 8 provinces (23sites) over three months reached to 9.7 m per month . 2- delivered 38 social action projects at schools and districts engaged children at 357 schools (178 k children) . 1.09 m reached through the social action projects</p> <p>Subcomponent two 2: 1-2294 school counsellors trained from 2294 schools. 2 189 direct training of school counsellors in post conflict areas 3- 167 Trainers.</p> <p>Subcompact 3: 1- 6000 teachers trained on inclusive education 2- 240 head teachers 3- 72000 children reached.</p> <p>Subcomponent 4 :</p>	<p>Security situation relatively stable</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
				during the life of the programme	<ul style="list-style-type: none"> 1- 10 m children benefitted from the programme from 30000 schools in CSI and KRI 2- 30000 + head teachers trained 3- 8000 + school supervisors trained. 4- 24 General directors of education engaged in the programme 	
	Number/percentage of educational staff receiving training (disaggregated by CSI/KRI teacher, head and supervisor by gender, rural/urban)				CSI 10m students benefit under sub comp 4 KRI 1,332,746 benefit under subcomp. 4	Strong political commitment to reform
	Number/percentage of government departments reporting and evidencing increased capacity (disaggregated by CSI/KRI by gender, level and department)				6000 teachers 30000+ headteachers 2492 counsellors 8000+ supervisors trained under subcomponents 1, 2, 3&4	Second component of the EU Action starts on time
	Number/percentage of schools (disaggregated by level) reporting and evidencing increased capacity				23 Directorates of Supervision have received and acted on the results of the 2018 – 19 external evaluation of schools	Sufficient government level data which is reliable and available

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
[Yellow]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
<p>1. To increase the enrolment rate through an analysis of the causes of low enrolment and the development of strategies to address the differential rates</p>	<p>Analysis of the gap in the enrolment rates and identification of intervention strategies (disaggregated by CSI/KRI, gender, school level, rural/urban)</p> <p>Implementation of strategy to raise enrolment rates (disaggregated by CSI/KRI, gender, school level, rural/urban)</p> <p>Enrolment rate in primary school (disaggregated by CSI/KRI, gender, school level, rural/urban)</p> <p>Enrolment rate in secondary school (disaggregated by CSI/KRI, gender, school level, rural/urban)</p>	<ul style="list-style-type: none"> Programme desk and field research Working group meetings action plans and intervention strategies Evaluation of intervention and strategies to increase enrolments Collection of school level data concerning enrolments – dropouts, repetition, exam failure and transfers in sample schools Governorate level data on the above to act as a comparison and context from the Ministry of Statistics 	<p>Research completed – see main causes detailed in section 1a</p> <p>N/A</p> <p>Research sample drop out (8 governorates): primary average is 2% with a range from 0.7% in Anbar to 4.7% in Ninewa – in line with recent government data from the Ministry of Statistics (range from 0.6% to 4.8% 2015/16)</p> <p>Research sample drop out (8 governorates): intermediate average is 3.7% with a range from 0.2% in Anbar to 6.2% in Baghdad – secondary average is 2% with a range from 0.2% in Salahaddin to 3.5% in Baghdad - in</p>	<ul style="list-style-type: none"> Intervention strategies to target enrolment One campaign per academic year to target increasing enrolment rates. Evidence from teachers and pupils in schools in the research sample that campaign having a positive effect on enrolment 	<p>Strategic approaches on enrolment and dropout for CSI</p> <p>Campaigns on ‘Not leaving School’ run in 2018 and 2019</p>	<p>Both Ministries of Education at central, provincial and district level are committed to, and have sufficient resources for, increasing enrolment. The causes of enrolment that are highlighted in the research are able to be acted upon under the remit of this programme, for example capital spending on buildings to create more places would not be included</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			line with recent government data from the Ministry of Planning (range from 1.5% to 5.4% 2015/16)			

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
<p>2. To raise the quality of education at primary and secondary school level by building capacity to enhance the curriculum, particularly in the area of human science and peace education, and to support children with particular needs, including those with disabilities</p>	<p>An enhanced curriculum with civic and peace education introduced (disaggregated by CSI/KRI)</p>	<ul style="list-style-type: none"> Situational analysis report Working group FGD Teacher SSI Child FGD Head teacher SSI MoE FGD 	<ul style="list-style-type: none"> Independent scoping of previous Human Rights provision in KRI and CSI highlighted that curriculum was changed in 2012 and changes to this would be not possible. The focus is to be on creating resources and training to aid successful curriculum delivery 33% of schools in CSI and 25% of schools in KRI have a school counsellor although all are entitled to them Standards for School Counsellors were implemented in both CSI and KRI (although less implementation due to financial constraints) there was a need to revise them in line with international good practice Training for Ninewa stated as a priority by MoE 	<ul style="list-style-type: none"> Teacher Guide for Grade 5 produced Human Rights Award Guide produced 	<ul style="list-style-type: none"> Human Rights Teacher Guides drafted but not implemented Human Rights Award Guide Completed 	<p>Ministries of Education are prepared, and able, to make changes in what is already an overcrowded curriculum. There is a critical level of agreement within the working groups to decide upon the needs of peace and civic education and the role of school counsellors to enable effective change</p>
	<p>School counsellors using modern counselling methods, evaluated against new standards in target governorates (disaggregated by CSI/KRI, gender, school level, rural/urban)</p>	<ul style="list-style-type: none"> Needs analysis report Working group FGD School Counsellor SSI Child FGD Teacher SSI 		<p>Modern counselling methods in use and evaluated in target governorates</p> <p>Modern counselling methods in use and evaluated in non-target governorates</p>	<p>4290 trained counsellors working in 8 governorates. Case studies have demonstrated impact of new methods.</p>	

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
<p>3. To increase access to education for children with disabilities through the collection of baseline data, updating legislation and the curriculum, capacity building and awareness-raising</p>	<p>Process of changing the implementation of legislation affecting children with SEND in place (disaggregated by CSI/KRI)</p>	<ul style="list-style-type: none"> • Desk research report • Filed research report • Working Group FGD • Approval documentation 	<ul style="list-style-type: none"> • Initial programme research determined that issues in accessing education facing SEND children are twofold: <ol style="list-style-type: none"> 1. The issue of retention and drop-out in school 2. The issue of non-enrolment • Numbers of SEND children in all school types/levels decline with grade • Less than 5% of children with disabilities are actually accessing schools (MoE or MOLSA) 	<ul style="list-style-type: none"> • Visible impact on enrolment rates for children with SEND • Evidence from teachers and pupils in schools in the research sample that campaign having a positive effect on enrolment 	<p>National Inclusive Education Frameworks finalised.</p> <p>Evidence of positive impact gathered from interviews with parents of children with SEND.</p>	<p>Changes to the implementation of legislation are supported</p>
	<p>Enhanced curriculum for inclusive education in place and being delivered using modern teaching methods (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)</p>	<ul style="list-style-type: none"> • Working Group FGD and meeting reports • School level matrix outcomes and school profile data evidenced through head teacher SSI, teacher FGD, child FGD and Parent FGD 		<p>Inclusive curriculum being delivered in target schools</p>	<p>Guide on Inclusive Education for Curriculum Developers drafted but not finalised.</p>	<p>Ministries of education are prepared, and able, to make changes in the curriculum</p>
	<p>An effective awareness raising campaign in place</p>	<ul style="list-style-type: none"> • Working group FGD • Governorate SSI • CEC FGD • Parent FGD • School profile data 		<p>Campaigns impact on attitudes towards SEND and SEND children accessing quality education</p>	<p>1-31 CBOs engaged to promote inclusivity</p> <p>2-1000 volunteers trained</p> <p>3-13 pre service teacher training college on inclusive education cascaded for future teachers</p> <p>4-6 festivals delivered raising awareness around disability</p>	<p>A range of media can be accessed by the target audiences</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
4. To raise the quality of education through enhanced quality assurance of schools against standards	Revised standards and school development planning mainstreamed	<ul style="list-style-type: none"> Working group meeting minutes Working group FGD IC reports 	A relatively clear picture established of the local context and the current situation regarding implementation of the standards for teachers, head teachers, supervisors and schools; school self-evaluation and school development planning; and the role of supervisors as critical friends (from meetings and fieldwork by national consultants). See latter expected results for further elaboration	Revised standards are implemented in all schools	All schools in Iraq now using the new standards	Governorate and district authorities accept and promote the standards
	A system of external evaluation in place in target schools which supports the improvement of the education system	<ul style="list-style-type: none"> Working group meeting minutes Working group FGD IC reports Supervisor and head teacher survey 		Schools in Iraq demonstrate improvement in external evaluation results year on year. 50% of them raising their level by May 2020	Data for 19/20 not yet available and will be incomplete because of civil unrest. Target to be measured in June 2021.	School principals are given increased authority to improve their schools with appropriate resources
	Number of evaluation of schools undertaken (disaggregated by CSI/KRI)	Project data		All schools in Iraq (23,000+ CSI, 5,000+ KRI evaluated by May 2022)		Key stakeholders appreciate the difference between supervisor role and critical friend role

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
1a. An assessment of the main causes of the gap in enrolment rates, with a focus on girls and children in rural areas, and of the education of children with disabilities is delivered	1a. Formation of Working Group on Enrolment (CSI/KRI)	<ul style="list-style-type: none"> Minutes of working groups Working group feedback after meetings IC reports 	<p>The desk and field research was conducted in 150+ schools across Iraq. The sample was determined through discussion with MoE and was pro-poor, in primary, intermediate and secondary levels, both mainstream, inclusive and MOLSA institutes. It consulted head teachers, out of school children, teachers and parents. It also included a synthesis of policies.</p> <p>The main causes of gap in enrolment rates:</p> <ol style="list-style-type: none"> High repetition, especially for boys Drop-out rates are highest in grade 1 (20%), 5 (27%), 7 (and 12%) Low family income, lack of family support for education and low parental level of education Quality of education - 	<ul style="list-style-type: none"> Dissemination event for research outcomes designed and implemented Identify one campaign per academic year to develop and implement Evaluation of impact of campaign Successful engagement of stakeholders enhances campaign 		Access to research and data is possible
	1a. Desk study of the main research and data on enrolment (CSI/KRI)	<ul style="list-style-type: none"> IC report on enrolment Working group feedback after meeting 			Enrolment campaign 'Not leaving school' campaign delivered in 2018 -2019. and 2019-2020	Working Group members made available by Ministries of Education and the results are accepted by the working group
	1a. Report on influence mapping (CSI/KRI)	<ul style="list-style-type: none"> IC report on enrolment Working group feedback after meeting 			Network of 27 Community Based Organisations actively engaged.	Ministries of Education and Labour and Social Affairs make the education of children with SEND a priority
	1a. Report on enrolment	<ul style="list-style-type: none"> IC report on enrolment Working group feedback after meeting Researchers feedback 				Attitudes and views on SEND do not inhibit productive discussions and subsequent strategies/ interventions to be developed to tackle causes of low rates of enrolment
	1a. Formation of Working Group on children with SEND (CSI/KRI)	<ul style="list-style-type: none"> Minutes of working groups 				Working group members have the requisite professional knowledge and capacity to define and support

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
		<ul style="list-style-type: none"> Working group feedback after meetings IC reports 	learning difficulties in English, maths and science leads to grade repetition (especially grade 1,2,7, and 12)			implementation of interventions and play a role in the capacity building of their departments
	1a. Desk study of research and report on children with SEND	<ul style="list-style-type: none"> IC report on SEND Working group feedback after meeting Researchers feedback 	<p>5. Poor relationship between schools and parents</p> <p>6. Security situation contributes to absence (especially females)</p> <p>The situation with regard to SEND is broadly in line with previous research:</p> <ol style="list-style-type: none"> More children with disabilities are engaged in education in KRI compared to CSI. 4.4% across Iraq are enrolled (MoE Department for Statistics 2016–17) Children with disabilities attend school but have issues with retention Steep decline in enrolment rates (as grades increase) was 	<p>Dissemination event</p> <p>Strategy successfully developed and implemented by MoE</p> <p>Action plans are evaluated using robust evaluation methodology that acts as an evidence base to scale future interventions.</p> <p>Communication report findings to social action projects to increase depth of impact across Iraq</p>	<p>Strategic approaches to enrolment drafted.</p> <p>Action plans with 14 themes drafted but not yet implemented.</p> <p>Network of 27 local NGOs briefed on report prior to implementing Social Action Projects.</p>	The results of the desk research are accepted and support the intervention strategy

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			<p>seen across Iraq in all educational settings (higher in KRI but so is prevalence)</p> <p>4. Low enrolment rates among children with multiple impairments</p>			
			<p>5. Surprisingly low rates of enrolment of those who define themselves with psychological problems (less than 14% in mainstream and 3% in MOLSA)</p> <p>6. Higher drop-out among children with disabilities from MOLSA institutes compared to mainstream in KRI but the reverse was found in CSI</p> <p>7. Reasons for drop-out were educational, social and economic factors including parental background but also the prevailing medical model of disability</p>			

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
<p>1b Possible strategies in order to increase the enrolment rate are developed.</p>	<p>1b. Implementation plans to address enrolment (CSI/KRI)</p>	<ul style="list-style-type: none"> • Consultation and feedback with beneficiaries of strategies, e.g. parents and schools • Working group feedback after meeting • IC reports • Tracking through school profile data, e.g. enrolment, drop-out and repetition • FGD/SSI with representatives from the relevant departments in the provinces and civil society organisations and teachers • Feedback on meetings at a national and governorate level to address enrolment plans • Study visit reports on a national and regional level • National policies produced 	<p>N/A</p>	<ul style="list-style-type: none"> • Clear strategies are developed that identify the purpose, reach and impact • Identify one campaign per academic year to develop and implement • Evaluation of impact of campaign • Schools and other stakeholders can identify relative successes/weaknesses of programme intervention • Design M+E plan to assess impact of intervention of strategy action plan. • Evaluation of #amnotleavingschool campaign • Preparation of materials for early years training of trainers 	<p>Strategic approaches to enrolment and dropout drafted.</p> <p>Campaigns developed and delivered in 2018 and 2019.</p> <p>M & E plan designed to evaluate Social Action Projects</p>	<p>Working Group members made available by Ministries of Education. The causes of low enrolment and subsequent interventions discussed fit the remit of the project and can be integrated into programming. The intervention strategies selected are not in direct competition with other strategies and they enhance existing interventions</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
1c. Ministries of Education supported to implement the necessary measures to increase the enrolment rate	1c. MoE and relevant authorities approve implementation plans (CSI/KRI)	Meeting with PSG approval	N/A			Governorate and district authorities support the changes
	1c. Training on increasing enrolment (materials development and training of trainers) (CSI/KRI)	Workshop/training session reports and evaluation		3 pilot interventions selected and evaluated Training of 160 trainers on early years methodology with subsequent cascade to 7000 teachers	Reading Clubs, Activating Parent Teacher Associations and Awareness Raising with Communities implemented by 300 volunteers. M & E plan developed.	Participants able to put training into practice.
	1c. Number of Workshops/ trainings on implementation plans (CSI/KRI)	Workshop/training session reports and evaluation				
	1c. Increased capacity of WG to design and implement proposed changes	<ul style="list-style-type: none"> Study visit reports Workshop feedback 		Governorates can report on the impact of the strategies		
	1c. Research on enrolment campaigns	Report of Working Group meeting		Enrolment campaigns demonstrate successful outcomes		Participants able to sustain improvement
	1c. Training workshops with Working Group, including on formation of Community Education Committees	<ul style="list-style-type: none"> Training session materials and evaluation of sessions FGD with WG 		Progress will be tracked through FGD/survey with intended audiences and methods through which the audiences will be reached. The Community Education Committees will act as a vehicle to calculate	12 CECs contribute to the success of enrolment campaigns Network of 27 organisations (CS) is set up to support the CECs	ToR's for the CEC's drafted. Network of 27 local NGOs established and active in CSI.

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			the effectiveness of campaigns as well as an evaluation of their role in ensuring successful campaigning			
	1c. Formation of Community Education Committees	<ul style="list-style-type: none"> Project documentation and register/minutes of CEC meetings FGD/survey with CEC 	N/A	CECs have carried out outreach activities		Community Education Committees have a critical number of people identified during the influence mapping to ensure maximum impact
	1c. Annual enrolment campaigns in place	Monitoring activities by WG members and governorate staff		Annual enrolment campaigns in place across target governorates	Enrolment campaigns implemented in 2018 and 2019.	Working Group able to access relevant media

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
2a Curriculum on human sciences, civic and peace education is developed	2a. Workshop on potential for changed curriculum on human sciences with civic and peace education (CSI/KRI)	<ul style="list-style-type: none"> Workshop report Working Group FGD 	<p>Independent scoping of previous Human Rights provision in KRI and CSI highlighted that curriculum was changed in 2012 and changes to this would be not possible. The focus is to be on creating resources and training to aid successful curriculum delivery</p> <p>Research suggested that:</p> <ul style="list-style-type: none"> HRE is not fully developed in textbooks (CSI and KRI) The pedagogy to teach requires developing The curriculum training and resources are under a low level of development and do not reflect the requirements of the revised curriculum, only reflect the aspiration In KRI it is a discrete subject, but it integrated 	<ul style="list-style-type: none"> Testing of lesson plans to review their practical application The teacher guide embeds core principles of HR in everyday teaching practice A human rights culture is developing in schools The HR teacher guide will be context specific and supports inclusion 	<p>Teacher Guide is context specific, supports inclusion and develops a human rights culture in schools.</p> <p>Teacher Guide has not yet been disseminated in CSI and KRI.</p>	Appropriate staff released to develop the curriculum
	2a. Formation of Working Group on civic/peace education	<ul style="list-style-type: none"> Minutes of working groups Working group feedback after meetings IC reports 				Governorate and district authorities support the changes

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			<p>into social sciences CSI</p> <ul style="list-style-type: none"> In both KRI and CSI there are issues related to assessment of HRE 			
	<p>2a. Revised curriculum on human sciences with civic and peace education (disaggregated by CSI/KRI)</p>	<ul style="list-style-type: none"> WG/study visit meeting reports and minutes Approval documentation 	<p>Study trip to Northern Ireland highlighted the complexity of mainstreaming Human Rights Education and the need to fully explore the ramifications of doing so.</p>	<ul style="list-style-type: none"> The creation of formal written sustainability plans for HR education in CSI and KRI Human Rights award presented in April 19 for agreement by WGs and then presented to MoE for approval. 	<p>Human Rights Award has been drafted and approved by the MoE in September 2019.</p>	<p>Flexibility in the education systems to pilot the changes and the differences between KRI and CSI are not so big that efficiency and effectiveness issues arise</p>
<p>2a. Increased capacity of MoE to deliver revised curriculum with positive effect (disaggregated by CSI/KRI)</p>	<ul style="list-style-type: none"> Study visit reports Workshop feedback MoE SSI 				<p>The WG members have the necessary position and influence to enact change</p>	

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
2b. Teachers and school managers deliver the changed curriculum on human sciences, civic and peace education	2b. Training materials on changed curriculum on human sciences, civic and peace education (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> Workshop/materials development session reports and evaluation (pilot results) Workshop/training session reports and evaluation. Study visit reports Workshop feedback 	Limited interventions from NGOs and government partnership in Human Rights Education. The UNESCO Child Friendly schools programme exists in a small number of schools but is not widespread across Iraq. The initial data collection for the school matrix will assess school level outcomes related to HRE to provide a point of reference to assess progression throughout the programme:	Materials for head teachers, students and teachers, fully developed and available in schools across CSI and KRI in the target governorates	The Teacher Guides have been drafted but not yet disseminated to supervisors, headteachers and teachers.	Appropriate staff released to develop training materials
	2b. Training of trainers workshops on revised curriculum and assessment tools (disaggregated by CSI/KRI, gender, school level and rural/urban)	<ul style="list-style-type: none"> WG/HR committee minutes of review of delivery plan Workshop/training session reports and evaluation Feedback from ToTs 	<ul style="list-style-type: none"> Grade 5 students are learning HR principles across a range of curriculum areas 	ToT course, and materials mutually support and reinforce the development of Human Rights Education in CSI and KRI	The ToT materials have been drafted but not yet delivered. 150 trainers selected by October 2019	Governorate and district staff support the changes
	2b. Training of teachers and school managers on the revised curriculum and assessment tools (disaggregated by CSI/KRI, gender, school level and rural/urban)	<ul style="list-style-type: none"> WG/HR committee minutes and plan to monitor cascade training and field visit reports Workshop/training session reports and evaluation 	<ul style="list-style-type: none"> Classrooms are organised as inclusive learning environments Teachers at Grade 5 are actively delivering learning using HR principles in classroom management and curriculum delivery 	5,000 teachers, 1,000 head teachers and 200 supervisors trained	No training has taken place.	Teachers and school managers released to attend training
	2b. Training of supervisors on evaluation of revised curriculum and assessment tools	Workshop/training session reports and evaluation		100 Supervisors trained on evaluation of HRE interventions Assessment of the impact on HRPE through the application of standards	Evaluation will take place through the HR Committees at district level in CSI.	Supervisors released to evaluate the changed curriculum

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	(disaggregated by CSI/KRI, gender, school level and rural/urban)		<ul style="list-style-type: none"> 61% of Grade 5 teachers surveyed in baseline stated they did not use the standards to support their teaching 			
	2b. Increased capacity of teachers, and school leaders to deliver the revised curriculum and assessment tools with positive effect (disaggregated by CSI/KRI, gender, school level and rural/urban)	<ul style="list-style-type: none"> Pilot results Review, preparation and implementation of school award and feedback of process from WG and school level School level evaluation reports School level matrix reports throughout the project 		<ul style="list-style-type: none"> Successful pilot of Human Rights scheme with plans to roll out to all schools Head teachers, teachers and children report successful introduction to HRE in their schools 		Acceptance of the curriculum changes on a school level and buy-in to deliver the changes
2c. New modernised standards on school counselling are created	2c. Standards for school counsellors	<ul style="list-style-type: none"> WG minutes/reports IC reports School Counsellor SSI 	<ul style="list-style-type: none"> Baseline studies showed that in CSI 33% and in KRI 25% of schools have a school counsellor although all are entitled to them There is a lack of supervisors with which to assess standards (just 2 in KRI) Baseline studies revealed that although 	<ul style="list-style-type: none"> Standards are endorsed by MoE and are present in all schools Standards on School Counselling are embedded into supervision and specialised supervisors monitor standards across schools Official launch of standards September 2019 	Standards for counsellors piloted and endorsed by MoE. ToT of counsellors in April 2018 and cascaded to supervisors and 2949 counsellors. Assessment of counsellors against the standards is implemented by supervisors. the standards will be launched later this year 2020	Appropriate staff released to develop standards for school counsellors and revise student portfolio/card

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			standards for School Counsellors were implemented in both CSI and KRI (although less implementation due to financial constraints) there was a need to revise them in line with international good practice			

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			<ul style="list-style-type: none"> • Training for Ninewa stated as a priority by MoE. • The initial data collection for the school matrix will assess school level outcomes related to school counsellors to provide a point of reference to assess progression throughout the programme: • Student's access to a SC • Planning to use a SC (see school development plan) • Impact on students and learning • Level of training for SC 			
	2c. Revised student portfolio/card	WG minutes and reports, analysis of situation	Baseline studies showed that the student portfolio card needs to be more effectively implemented (not only academic outcomes). The use of student cards exists in CSI but not KRI and a negative attitude towards	By 2020 the school card will have a clear purpose, everyone will be clear of their role in it and it will reflect student's strengths and non-academic achievements as well as academic	Revised scorecard rolled out in September 2019 to all Year One students.	Schools able to pilot the standards and the revised student portfolio/card in the three governorates
	2c. Increased capacity of MoE to implement standards with positive effect	<ul style="list-style-type: none"> • Study visit reports • Workshop feedback • MoE SSI 			Scorecard in KRI had already been revised prior to the start of the programme.	There is sufficient agreement and buy-in to the role of school counsellors and their

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	(disaggregated by CSI/KRI)		student cards exists in CSI			tasks to ensure positive impact

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
2d. School counsellors and teachers deliver modern counselling methodologies	2d. Training materials on modern counselling methodologies (standard and advanced) and student portfolio/card (disaggregated by CSI/KRI, gender, school level and rural/urban)	<ul style="list-style-type: none"> Needs analysis report WG minutes Material workshop evaluation SC SSI Head teacher SSI 	<ul style="list-style-type: none"> Need analysis revealed that the training materials and content needed to cover areas not traditionally associated with school counselling and it needs to be responsive to the diversity found amongst school counsellors 	<ul style="list-style-type: none"> Training materials have covered the diverse needs of school counsellors in Iraq and have accommodated the contextual needs of different governorates Advanced training for post-conflict situation materials are relevant to the context in Ninewa and positively support the school counsellors there 	<p>Materials for the ToT for counsellors in modern methodologies developed in September 2018.</p> <p>Advanced training materials for counsellors from post conflict areas developed in April 2018</p>	Appropriate staff released to develop training materials
	2d. Training of trainers workshops on modern counselling methodologies (standard and advanced) and the student portfolio/card (disaggregated by CSI/KRI, gender, school level and rural/urban)	<ul style="list-style-type: none"> WG minutes of review of delivery plan Workshop/training session reports and evaluation 	<ul style="list-style-type: none"> The needs analysis also showed that existing training was too theoretical and not related to their practical needs Other organisations have been delivering school counselling training, but school counsellors report a need for more 	<ul style="list-style-type: none"> 110 ToT trainers trained on modernised standards and counselling methodologies and new student portfolio/card Four workshops for 50 school counsellors in post conflict situations (Ninewa) 	<p>Five six-day ToTs with 160 participants held in October 2018 on new approach to counselling.</p> <p>Seven five-day workshops with follow up held for counsellors from post conflict areas Sept 18 – Jan 2019. 187 participants</p>	School counsellors, teachers, supervisors and school leaders released to attend training

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	2d Training of school counsellors, teachers, supervisors and school leaders on modern counselling methodologies, the student portfolio/card and to cope with PTSD (CSI/KRI, gender, school level and rural/urban)	<ul style="list-style-type: none"> WG/HR committee minutes and plan to monitor cascade training and field visit reports Workshop/training session reports and evaluation 	N/A	<ul style="list-style-type: none"> All school counsellors in target governorates have completed the basic level of training in understanding their role and practical modern counselling skills Counsellors in Ninewa will have received specialist training on dealing with effects of sustained trauma Cascade training to train 3,000 school counsellors, 1,000 head teachers and 53 supervisors school counsellors in 4 non- target governorates have completed the basic level of training in understanding their role and practical modern counselling skills Training of 30 trainers to provide advanced training on peer mediation and art therapy and subsequent cascade 	Counsellors trained Nov 18 – Jan 2019. A further group of counsellors trained in KRI in summer 2019. Seven workshops with follow up directly trained 187 counsellors Sept 18 – Jan 2019.	The school portfolio/card is seen as a legitimate tool to use in schools. Teachers, school leaders, counsellors and supervisor do not have PTSD issues of their own that would affect the delivery of the programme
	2d. Increased capacity of school counsellors and school leaders to deliver modern counselling methods with positive effect	<ul style="list-style-type: none"> Pilot results School level matrix reports throughout the project 			Cascade training of 2294 + 1640 = 3934 counsellors by summer 2019.	Acceptance of the modern counselling methods on a school level and buy-in to deliver the changes

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
3a. Ministries of Education, Labour and Social Affairs update policies and programmes for special education	3a. Action plan on education for children with SEND (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)	<ul style="list-style-type: none"> Workshop reports Working Group FGD Minutes of working groups Working group feedback after meetings IC reports 	<p>Baseline research found:</p> <ul style="list-style-type: none"> Rights of the disabled child are asserted in national legislation but are not explicitly related to education, rather a moral notion of care The approach, practices and responses to the education of disabled children is founded on the medical model of disability Current policy in CSI is geared towards education in separate classrooms within the school rather than supporting full inclusion and disabled children receive little or no support in classrooms In KRI the MoE does not provide an inclusion policy informing existing 	National Framework for Inclusive Education and Action Plan in place	National Frameworks and Road Maps finalised and KRI Framework launched December 2019.	Ministries of Education and Labour and Social Affairs make the necessary resources available to implement action plans.
	3a. Review of current legislation and its impact on the education of children with disabilities (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)	<ul style="list-style-type: none"> Desk Research Working Group meeting minutes Study visit report 				Relevant, accurate and comprehensive information on legislation and its implementation is made available
	3a. Updated policies and programmes for the education of children with SEND (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)	<ul style="list-style-type: none"> Completed documentation FGD with working group 				<p>Relevant authorities have actively provided technical assistance to ensure National Inclusive Education Plan is adopted and implemented</p> <p>Monitor and evaluate the implementation of the framework by domain</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			practices linked to the education of disabled children on government, school and classroom levels	Capacity built on pilot basis on early and accurate diagnosis of disabled children		
			<ul style="list-style-type: none"> • If inclusion is a stated aim in policy in Iraq it is in direct conflict with the current practices of segregation • Very few children with hidden and multiple impairments were identified in research suggesting they are not in school • The rates of disabled children attending mainstream schools exceed those in special education classes or MOLSA institutes, in particular CSI • Disabled children are not experiencing equity and inclusion in schools 	Deaf children continue to be supported to go beyond Grade 6 through WG on children with SEND		

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
3b. Revised curriculum for an inclusive education is developed	3b. Workshop on potential for changes in curriculum to promote inclusive education (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)	<ul style="list-style-type: none"> Workshop minutes and report by WG IC report 	See baseline for 3a	<ul style="list-style-type: none"> curriculum Guide promotes inclusion in schools The curriculum guide embeds core principles of inclusion in everyday teaching practice 	Guide to curriculum developers drafted	Ministries of Education willing to collaborate on curriculum review
	3b. Changes in curriculum to promote inclusive education (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)	<ul style="list-style-type: none"> WG/study visit meeting reports and minutes Pilot report Approval documentation 				Ministries of Education willing to use the developed Curriculum Guide on Inclusive Education
	3b. Increased capacity of MoE to deliver the revised curriculum with positive effect (disaggregated by CSI/KRI)	MoE FGD		<ul style="list-style-type: none"> MoE has ownership of the developed Curriculum Guide on Inclusive Education and use it in embedding inclusivity in curriculum. MoE has a clearly defined action plan on how to implement inclusive education and there is agreement on how to achieve this 		

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original <i>Green - Original, yet to be achieved</i> Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
<p>3c. Teachers use modern teaching methods to deliver revised curriculum</p>	<p>3c. Trainer, teacher and student materials on inclusive education, with assessment tools (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute)</p>	<ul style="list-style-type: none"> Needs analysis report WG minutes Material workshop evaluation Pilot results 	<p>Research identified the current situation with regard to training:</p> <ul style="list-style-type: none"> Training opportunities for head teachers and teachers was found to be restricted Training available does not support teaching inclusively Very few advocate for inclusive education in their classrooms 	<ul style="list-style-type: none"> Materials are widely available and are accessible and used in classrooms Develop training for MOLSA 450 teachers, heads and supervisors Identify training needs of teachers, assistants, special educators, heads, supervisors and champions - 5 cohorts Develop pedagogy materials for inclusive education Selection of 75 ToTs Cascade training targeting 5,000 teachers, 500 head teachers, 200 supervisors <i>Workshop to develop evaluation framework for supervisors then training</i> 	<p>Training needs of teachers, headteachers and supervisors on inclusive education identified April – May 2018.</p> <p>Materials for ToT on inclusive education developed June 2018</p> <p>Six ToT workshops on inclusive education delivered. (150+ trainers) July – Aug 2018</p> <p>Cascade training on Inclusive Education commenced in December 2018</p> <p>Teachers, Headteachers, supervisors trained)</p> <p>Three workshops for three MoLSA Institutes for the Visually Impaired (90+ teachers trained) in August 2018</p> <p>Eight workshops for ten MoLSA Institutes for the Deaf. (200+ teachers trained) July 2018. Follow up Aug 2019</p> <p>Capacity building of 30 MoLSA staff from 13 institutes catering for students with Down’s Syndrome in August 2019</p>	<p>Appropriate staff released to develop training materials</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	3c. Training of trainer workshops on inclusive education (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute, gender and rural/urban)	<ul style="list-style-type: none"> Evaluations of training sessions ToT FGD 		<ul style="list-style-type: none"> Trainer of trainer effectively cascade training ToT course, curriculum guides and materials mutually support and reinforce inclusive education in CSI and KRI 	Case study on a limited number of schools has demonstrated the impact in schools	Governorate and district staff support the changes

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	3c. Training of teachers, supervisors and school managers on inclusive education (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute, gender and rural/urban)	Evaluations of training sessions and subsequent teacher supervisor and head teacher SSI/FGD		Teachers, school staff, parents and children report evidence of the development of inclusive education in schools Training of teachers and headteacher in 4 schools in Baghdad, building their capacity to become inclusive schools		Teachers, supervisors and school managers released to attend the training and MoLSAR institutes have the capacity to attend, etc.
	3c. Training of supervisors on evaluation of revised curricula (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special institute, gender and rural/urban)	Training session materials and evaluation of session		Evaluation framework for both curriculum and pedagogy embedded into standards Train supervisors on how to observe and report on Inclusive Education in schools		Supervisors released to evaluate the revised curriculum
	3c. Increased capacity of teachers, and school leaders to deliver the revised curriculum with positive effect (disaggregated by CSI/KRI and type of school – mainstream, mainstream with unit and special	<ul style="list-style-type: none"> • Pilot results • Teacher SSI • Head SSI • Child FGD • Supervisors FGD • Parents FGD 		The existing level of capacity will be determined in the application of the first round of school level data collection in the next month	Teachers, school staff, parents and children report evidence of the development of inclusive education in schools through moving up one level in the school level matrix	

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	institute, gender and rural/urban)					

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
3d. Awareness campaigns developed and delivered	3d. Research on existing mobilisation and awareness campaigns (disaggregated by CSI/KRI and purpose/reach)	<ul style="list-style-type: none"> Research report Working group meetings on analysis of findings Working group FGD IC reports 	<p>Currently the research revealed that:</p> <ul style="list-style-type: none"> Parents and their disabled children have limited involvement with their school and a poor relationship exists The voice of parents and their disabled children is not heard 	<p>Two awareness campaigns demonstrate successful outcomes</p> <p>Evaluation of enrolment campaign on a community and school level</p> <p>Collate and disseminate stories of change</p> <p>Evaluate the impact of the Active Citizens programme</p>	<p>Awareness Campaigns delivered in 2018 and 2019.</p> <p>15+ Social Actions completed</p> <p>Three International Days of Persons with Disability celebrated.</p> <p>1,088,530 people have seen 'Not leaving school' campaign</p> <p>Plan and tools developed to evaluate Active Citizens Programme</p>	<p>Ministries of Education & Labour and Social Affairs release appropriate staff. Issues around campaigns and mobilisation and subsequent planning fit the remit of the project and can be integrated into programming. The intervention strategies selected are not in direct competition with other strategies and they enhance existing interventions</p>
	3d. Commissioning of influence mapping (disaggregated by CSI/KRI and purpose/reach)	<ul style="list-style-type: none"> FGD with researchers Research report 		<p>Key actors identified contributed to and enabled success</p>	<p>?</p>	<p>Working Group able to access relevant media</p>
	3d. Training workshops with Working Group, including on formation of Community Education Committees	<ul style="list-style-type: none"> Training session materials and evaluation of sessions Working group FGD 		<p>Success of Grade 6 MoLSA deaf students in Grade 6 exams disseminated.</p> <p>ToR's for Community Education Committees finalised</p>	<p>Appropriate personnel can be identified, willing and able to serve on Community Education Committees</p>	
	3d. Successful design and delivery of campaigns	<ul style="list-style-type: none"> Governorate SSI CEC FGD Head SSI Teacher FGD Child FGD Parent FGD 		<p>Enrolment campaigns demonstrate successful outcomes</p>	<p>campaign were delivered through the CBOs, and social media</p>	<p>Campaigns are in line with existing strategies and can reach the relevant people</p>

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	3d. Formation of Community Education Committees	<ul style="list-style-type: none"> Register/minutes of CEC meetings FGD with sample of CEC to chart progress of CEC successes/ challenges 		Community Education Committees have ownership over campaigns and drive forward impact of them		Community Education Committees have a critical number of people identified during the influence mapping to ensure maximum impact
4a. Standards for self-evaluation and external evaluation of schools reviewed	4a. Workshops to collect feedback on existing standards for schools (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> National consultant reports WG FGD IC reports 	National consultant investigations on the current situation with regard to standards implementation revealed: <ul style="list-style-type: none"> Little to no implementation of standards in KRI No traditional supervision in KRI and government department to oversee it An external evaluation of 100 schools in KRI demonstrated less impact that had hoped, and the main reason cited was lack of knowledge and understanding on how to implement standards Supervisors were carrying out external 	Implementation of standards is adopted by schools and supervisors across Iraq in all targeted governorates	Standards for schools and supervisors adopted by all schools in Iraq from September 2018.	Federal and provincial authorities continue to support the implementation of standards. The necessary stakeholders attend the events to make dissemination successful. There is broad agreement on the necessary processes and steps towards developing revised standards and a broad enough stakeholder base to ensure buy-in to this

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
			evaluations but were not feeding back into schools <ul style="list-style-type: none"> Standards were reviewed in both regions 			
	4a. Formation of Working Group on Standards and Evaluation (disaggregated by CSI/KRI)					
	4a. Revised standards for schools, proformas, guidance and processes (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> Working group meetings IC report Working group FGD 		Standards are adopted and implemented across Iraq	External Evaluation of all schools in CSI and 650 schools in KRI from Nov 2018. All schools in Iraq to be evaluated with level descriptors from Nov 2019.	
	4a. Events for dissemination of standards (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> Governorate level SSI Event feedback 				

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
				Evaluate impact of additional authorities compared to schools without	Case study of 100 schools given additional authorities produced March 2020	
4b. Education personnel trained to conduct evaluation.	4b. Trainer and school staff materials on school development planning and self-evaluation, and supervisor as a 'critical friend' including the assessment of student performance	Workshop/training session reports and evaluation	From previous project there were training materials produced on guidance for the implementation of standards i.e. what they cover and materials for tools to conduct evaluation in schools	All governorates receive training for education personnel	Cadres of trainers from all governorate trained	<ul style="list-style-type: none"> • Appropriate staff released for training • Key stakeholders appreciate the difference between supervisor role and critical friend role

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	(disaggregated by CSI/KRI)					
	4b. Training of trainers events on school development planning and self-evaluation, and supervisor as a 'critical friend' (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> • Training session materials and evaluation of sessions • ToT FGD 		ToT successfully roll out training on supervisors and critical friend concept	<p>Materials prepared and 9 ToTs for external evaluation delivered February to April 2018 with 338 trained</p> <p>All supervisors in CSI and 255 trainers in KRI trained on external evaluation by September 2018</p> <p>ToT workshop to train 40 more KRI trainers in July 2019</p> <p>Training of 6700 headteachers and 1700 supervisors on external evaluation in 270 sessions in KRI Sept – Dec 2019.</p> <p>Preparation of trainer materials for headteachers as school developer June 2018</p> <p>17 ToT workshops on headteacher as school developer - ? participants – Aug – Dec 2018.</p> <p>Roll out of school developer training to all 20000+ headteachers by Jan 2019.</p>	Training on self-evaluation and school development planning can be implemented
	4b. Networks of supervisors and schools	Web based analytics		Head teachers and supervisors are aware of and can access established networks	Facebook group with 7000 members established for headteachers	A critical mass of stakeholders demonstrates enough interest to form

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	(disaggregated by CSI/KRI)				'Supervisors of tomorrow' Facebook group – now has over 5000 members	networks and that a culture of sharing exists. Tools and conditions to facilitate networks, (e.g. internet and tablets) exist and can be accessed by schools, head teachers and supervisors
4c. External evaluations together with school development planning is mainstreamed in the targeted schools.	4c. Framework and methodology for external evaluation of schools (disaggregated by CSI/KRI)	Project documentation, pilot evaluation reports and assessment reports on study visits	Initial baseline revealed that this was placed within the remit of the Quality Assurance department but little to no progress had been made in mainstreaming external evaluation into schools	<ul style="list-style-type: none"> Framework approved by MoEs and PSG and used by supervisors Schools in Iraq demonstrate improvement in external evaluation results year on year. 50% of them raising their level by May 2020 	Guidance on External Evaluation developed and issued to all supervisors in CSI and 255 in KRI in Sept 2018. Further 2000 guides issued in August 2019	Supervisors released for training and to conduct external evaluations
	4c. Training of trainer and supervisor materials on external evaluation of schools (disaggregated by CSI/KRI)	Minutes of Working Group. Training session materials and evaluation of sessions		Training of trainers on Critical Friend and cascade to all supervisors Level descriptors for teachers and headteachers rolled out through training and dissemination of Guide for Critical Friend		Ministry of Education with the capacity to analyse evaluation to determine development needs
	4c. Training of trainers/evaluators workshops on external evaluation of schools (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> Workshop reports Training session evaluation ToT FGD 		Study visit results enhance development of external evaluation and school development	Guidance on headteachers as a school developer developed and issued to all headteachers in CSI (April 2019). 7000 copies issued to all headteachers in KRI in August 2019. Five workshops held for 141 headteachers as	Trainers and evaluators are released to attend the training

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
					school leaders November – December 2018.	

Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Baseline	Targets Black - Original Green - Original, yet to be achieved Red – New, by May 2022	Targets Reached Feb 17 – March 20	Assumptions
	4c. Supervisors conducting external evaluation of schools (disaggregated by CSI/KRI)	<ul style="list-style-type: none"> • Reports on the external evaluation of schools from national consultants (both pilot and roll-out) • Supervisors survey • Head teacher survey 		<ul style="list-style-type: none"> • Schools report on the positive relationship between external evaluation and school improvement • Roll-out of external evaluation occurs in all target and non-target districts • Conduct follow up of external evaluation • Two further rounds of external evaluation of schools in 2020 -2021 and 2021 -2022 conducted 	<p>External Evaluation of all schools in CSI and 650 schools in KRI in 2018 – 2019.</p> <p>All schools in Iraq to be evaluated with level descriptors from Nov 2019. 60% achieved in 6 EDs and 1000 in KRI (March 2020)</p>	Supervisors have an interest in the role and there is an element of moderation that assures standards for comparability
	4c. Dissemination of results of external evaluation of schools	<ul style="list-style-type: none"> • Working group reports • IC report • External evaluation results • Supervisor FGD • Head teacher FGD 	N/A	<p>Improving system is developed to collect EE data on a database to be analysed</p> <p>Capacity building to analyse 2019 – 2020 and 2020 – 2021 results and develop follow up action.</p>	<p>Training of 12 Master trainers on KOBO December 2019</p> <p>Analysis of 2018-19 external results produced and will be disseminated in 2020</p>	Enough head teachers, teachers and supervisors are reached to cause a positive shift in attitude to external evaluation

Access to inclusive quality primary and secondary education for IDPs and refugees in crisis-affected areas in Iraq (UNESCO)

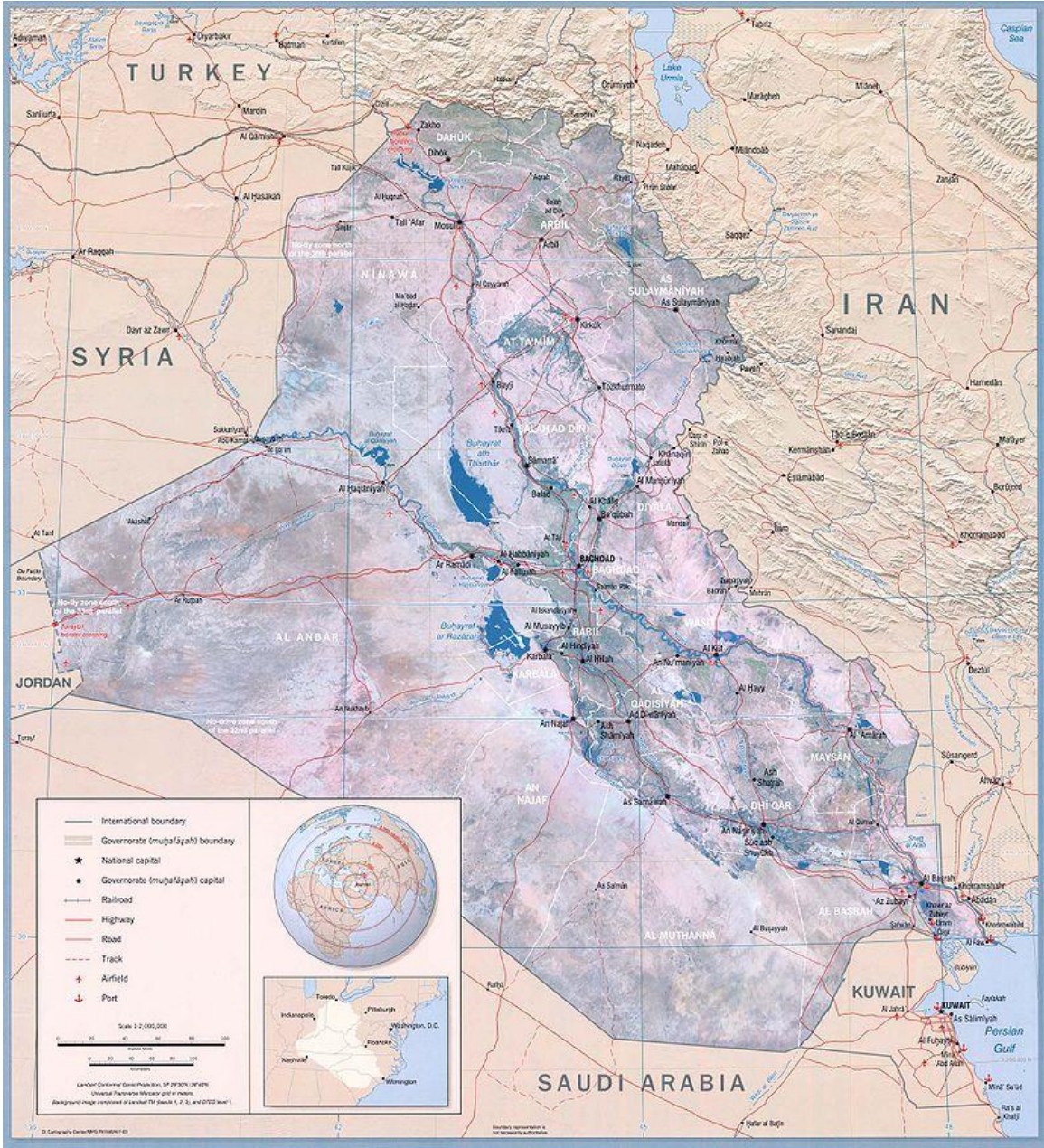
Hierarchy of Objectives	Intervention logic	Indicators	Baseline 2015	Targets In All Years
Overall objective: Impact	Promote access to equitable and quality primary and secondary education for IDPs, refugees, returnees and remainees contributing towards achieving SDG 4	Number of IDP, returnee, remainee and refugee students provided with access to education disaggregated by gender	Not established	100,000
		% of the IDP, returnee, remainee and refugee students promoted to the next higher level of education	Not established	60%
Specific objective(s): Outcome(s)	SO1 Capacity of civil society organizations developed in providing educational services to IDPs, returnees, remainees and Syrian refugees	Number of permanent government-registered CSO per governorate delivered educational support and services to IDPs, returnees, remainees and Syrian refugees based on their needs	Not established	One authorised CSO per governorate in Year 1 to year 3 Educational support and services provided to 100,000 school-age children IDPs, returnees, remainees and refugees based on the identified needs Educational support and services include books, textbooks, learning materials, counselling, psycho-social support, trained teachers, safe and secure learning infrastructures, ALP modules (if needed), transportation support, etc
	SO2 Policy dialogue with the Government of Iraq (GoI), the Kurdistan Regional Government (KRG) and local authorities delivering education in emergencies fostered.	Number of education cluster meetings held	Not Established	20 meetings

	SO3 Financial support to third parties ("sub-grants") provided to contribute to: 1) improved access to inclusive education for vulnerable school-age children (6-17), including IDPs, returnees remainees, refugees and children with disabilities, affected by the Iraq/Syria/ISIL crisis is improved (equality) 2) Education and learning environments in primary and secondary education are adapted to the situation of the vulnerable children (quality)	Number of vulnerable school-age children (6-17) IDPs, returnees, remainees and refugees, children with disabilities and religious minorities affected by Iraq/Syria/ISIL crisis received educational support and services under sub grants	Not established	100,000 learners disaggregated by sex, school level, location
		% of trained teachers in education in emergencies adapted teaching methodologies appropriate for vulnerable school-age children	Not established	60%
Outputs	1.1 Enhanced capacity of civil society organizations active in the provision of educational services for IDP, returnees, remainees and refugee population in Iraq for project implementation	1.1.1 CSOs developed network in alliance with MoE/DoE and UN Agencies towards timely delivery of educational services to vulnerable children	No established	CSOs regularly participate in the education cluster and sub-clusters meetings
		1.1.2 Number of identified primary and secondary teachers to teach education in emergencies by CSOs	Not established	2,500
		1.1.3 Number of enhanced school infrastructure/facilities hosting vulnerable children	Not established	80

	2.1 Emergency education policy framework developed with unified crisis-response implementation mechanisms approved by GoI and KRG in partnership with civil society organizations	2.1.1 GoI and KRI officials agreed on the parameters of emergency education policy framework with a unified crisis-response mechanism	Not established	Policy framework published
		2.1.2 GoI and KRI approved the implementation mechanisms of the emergency education policy framework in partnership with CSOs	Not established	
		2.1.3 GoI and KRI established a coordinating body which oversees the implementation of the Emergency Education Policy Framework at national level	Not established	
	3.1 Enrolment rates improved of primary and secondary school age IDPs, returnees, remainees and refugees in targeted schools	3.1.1 number of out of school children enrolled	Not established	10,000
		3.1.2 % of girls received educational support and services in targeted schools	Not established	At least 40%
	3.2 Availability of adequate learning content and learning materials ensured for IDPs, returnees, remainees and refugees	3.2.1 Number of IDPs, returnees, remainees and Refugees students received learning materials and/or other educational support and services	Not established	100,000 learners disaggregated by sex, school level, location
	3.3 Increased number of trained teachers deployed with the knowledge and skills necessary to meet the needs of IDPs, returnees, remainees and refugees	3.3.1 Number of teachers trained in the methodology adapted to vulnerable children	Not established	2,500
		3.3.2 % of trained teachers mentored		60%

	3.4 Minimized impact of school closure due to COVID-19 on learning and wellbeing of learners, teachers, parents through alternative solution	3.4.1 Number of students provided with appropriate IEC print materials	Not established	
		3.4.2 Number of students provided with appropriate IEC print materials		
		3.4.3 Number of students provided with printed self-learning materials for learning outside of school/at home		
		3.4.4 Number of children with access to different forms of alternative learning		
		3.4.5 Number of schools provided with adequate WASH supplies		

ANNEX 5: MAP OF IRAQ



ANNEX 6: LIST OF PERSONS/ORGANISATIONS CONSULTED

- European Union
- Ministry of Education (Baghdad and Erbil)
 - General Education and Planning and Statistics Directorates
- Ministry of Labour and Social Affairs
- British Council
 - British Council beneficiaries
- UNESCO
 - UNESCO Chief of Education
 - UNESCO Erbil, Programme officer
 - UNESCO Baghdad, Programme Officer
 - EMIS design and implementation consultant
 - IDP Monitoring Consultant
 - UNESCO Programme officer for IDP
- UNICEF
 - UNICEF head of the education sector
 - 3 UNICEF programme officers
- Education Adviser in the Presidency (Council of Ministers)
- Kurdistan Steering Committee and beneficiaries

ANNEX 7: LITERATURE AND DOCUMENTS CONSULTED

- The National Education Strategy (NES) 2011-2020
- The National Strategy for Education and Higher Education in Iraq (NSEHE) 2011-20
- The National Development Plan 2018-2022 (NDP)
- TVET National Strategy (2012-2022)
- Strategy for Inclusive Education (2020)
- Education Enrolment Strategy (2020)
- United Nations Sustainable Development Cooperation Framework for Iraq
- Documents specific to the four EU-funded projects:
 - British Council (C-379-894): Appendix 2_Log Frame 19.08.2021 v4
 - British Council (C-379-894): Iraq_Improving_Quality_of_Primary_and_Secondary_Ed_4th_Annual_Report_Aug21 revised
 - British Council (C-379-894): Year 4 report - 1 Feb - 30 Apr 2020.pdf
 - British Council (C-379-894): The developing school in Iraq concept note jb final [32966]
 - UNESCO (C-407-532): 01_EU_EMIS-CapDev Project Progress Narrative Report July 2020
 - UNESCO (C-407-532): 01_EU_EMIS-CapDev Project Progress Narrative Report June 2022
 - UNESCO (C-407-532): C-407532_Consolidated_ROM Report_20220111
 - UNESCO (C-407-532): 01_EU_EMIS-CapDev Project Progress Narrative Report July 2020/ till June 2022
 - UNICEF (C-407-544): Annex I Description of the Action 407-544.
 - UNICEF (C-407-544): EU_SC190328_ First Progress Report_Education UNICEF Iraq_30 Sep t2020.
 - UNESCO (C-378-975): 01_EU_EMIS-CapDev Project Progress Narrative Report July 2020.
 - UNESCO (C-378-975): EiE Project Final Narrative Report final
 - UNESCO (C-378-975): UNESCO Iraq_Final external evaluation Report_30.3.2022
 - UNESCO (C-378-975): before_and_after_schools_rehabilitation_summary_in_ninewa_2018_-_2019

ANNEX 8: DETAILED ANSWERS TO THE EVALUATION QUESTIONS

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
Relevance (the extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change)	
<p>To what extent were EU actions relevant to the national Iraqi sector policy framework?</p> <p><i>Which aspects of the national sector policy framework are most relevant to the actions?</i></p> <p><i>Which aspects of the national sector policy framework are not addressed by the actions?</i></p>	<p>This EU-funded programme addressed the inadequate provision of educational services in the country. The Government of Iraq (GoI), together with its development partners, formulated a policy and investment framework, which outlines the policies and strategies for the development of the education sector plan that translates the priorities in the policy and investment framework into an implementation plan. This programme is supporting these policies and strategies by contributing to specific components of the sector plan aimed at the improvement of the quality of primary and secondary education provided in the country. The project provided specific resources for the improvement of the physical facilities in Kurdistan for the provision of teaching/learning materials for IDPs in primary and secondary schools, for the training of underqualified teachers, and for the strengthening of the capacity of school management and policy development for primary and secondary education at central and local levels.</p> <p>The programme derived its relevance from its compliance and consistency with the GoI's various development programmes and strategies for the period concerned, such as the NES 2011-2020 and the NDP 2013-2017. Its sector goal and specific objectives were in line with the main aspects of the NES and NDP components.</p> <p>This programme was also consistent with the main thrusts of the EU Multi-annual Indicative Programme 2014-2017 for Iraq. Its approach was also in keeping with the approach adopted recently in the forthcoming National Education Strategy (2020-2030). By targeting actions to be undertaken and the institutions to benefit from capacity building, the EU, through a grant, responded appropriately to the country's needs, given the resources available.</p> <p>The Capacity Building in Primary and Secondary Education programme in Iraq is a direct contribution by the EU through allocation of funds to support education in MoE schools and MoLSA institutes. It serves many of the objectives that are listed in the Iraqi sector policy framework:</p> <p>First: The strategic level as the programme has developed the following strategies and frameworks in order to support the objectives listed in the national plans:</p> <ul style="list-style-type: none"> • National Enrolment Strategy (2020-2023) • National Framework for Inclusive Education (2019-2028) • Framework and governance structure for the General Directorate of Educational Supervision at the Federal Ministry of Education <p>Second: Building the capacity among Iraqi stakeholders trained who then cascaded the training to educators on various topics.</p> <p>Third:</p>

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
	Building the capacity among community-based organizations and supporting the volunteerism spirit among younger generations (over 30 CBOs and 1000 volunteers).
Effectiveness (the extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups)	
<p>To what extent have EU interventions (the past and the on-going ones) contributed to increase access to education in Iraq mainly at public schools and for basic and secondary level? And how could this be enhanced?</p> <p><i>What increases in access to education have been achieved?</i></p> <p><i>Are there differences in increases across regions? If so, why?</i></p> <p>To what extent have EU interventions contributed to increase the quality of education in Iraq at basic and secondary level? And how could this be enhanced?</p> <p><i>What increases in the quality of education have been achieved?</i></p> <p><i>Are there differences in increases across regions? If so, why?</i></p> <p><i>Have modern teaching methodologies (E-learning platforms/digitalization) been successfully implemented?</i></p> <p><i>Has the approach been sensitive to climate change?</i></p>	<p>The present intervention forms part of the EU's portfolio of EUR 323 million for development programmes, which covers, among others, the areas of human rights, civil society and media, local governance, public finance management, energy sector reform, education and Technical Vocational Education and Training (TVET), stabilisation and demining, and job creation. In the sector of education, the EU has been one of the main supporters in Iraq providing funding of almost 36 million EUR.</p> <p>The financial resources and implementation methods are adequate. The operating environment in Iraq has been challenging due to the outbreak of the COVID-19 pandemic and resultant lockdowns and curfews to control prevention of the spread of the virus. These changes had implications for the pace of implementation and delivery and resulted in a reduced number of achieved targets as compared to the planned activities. The programme explored alternative ways of delivering educational support and services to beneficiaries and continued implementing those activities that were feasible to deliver, adjusting to a new mode of operating by using distance education such as the video lessons and the Education Network campaigns.</p> <p>In spite of limited access to the internet, the programme provided video lessons for children nationwide targeting the Arabic-speaking population. The Educational TV that is owned by the MoE was also used later on. This shift did not cost the programme significant amounts of the budget as it was based on utilising the power of the Education Network and the volunteers. It encouraged other teachers to follow the same steps and produce video lessons to share with a wider audience. The reach of the videos on the platform used to post the videos was beyond expectations. (The remote teaching strategy was not part of the planned project activities but the implementing agencies were able to address it in response to emerging needs.)</p> <p>The EMIS component of the programme was very positively appraised by respondents. A senior project manager reported as follows: <i>The EMIS developed under this project will improve the delivery of quality education and allow educators to make informed decisions using real-time data.</i></p> <p>However, there is still work to be done on the effective utilisation of EMIS. As one senior project manager put it: <i>Lack of national and systematic monitoring and evaluation mechanisms for education makes it more difficult to understand which inequality gaps are being closed and which still need work.</i></p> <p>Moreover, data are reportedly missing on distance learning through online platforms. There are gaps in the availability of lessons for all subjects, at all grades. It is not known how these platforms are used and how many of the students who received registration codes signed up.</p>

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
	<p>The fluid nature of the project context has made it critical for the implementing partners to be adaptive. This included being open and flexible in terms of human resources and funding to address the emerging needs identified by the Departments of Education or MoEs to ensure that the project can cover as many needs as possible. Adaptive management was particularly necessary after the outbreak of the COVID-19 pandemic.</p> <p>An example of adaptive management is the case of Syrian refugee students: <i>It was observed that the initial enrolment of students in summer catch-up classes for Syrian refugee students was low and after discussion with students, it was realised that students preferred the classes to be focused on the government curriculum so that students can feel more confident about preparing for exams. The content of classes was adapted to respond to these needs.</i></p> <p>Overall, the appraisal of respondents of the effectiveness of the programme was very positive. As one senior project manager put it: <i>Bright, cheerful, joyful activities of this programme were undertaken with hard work and good planning, showing how the programme was able to penetrate the joints of all the targeted schools in Iraq and how it changed even the school environment in addition to facilitating the professional development of individuals.</i></p>
Efficiency (the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way)	
<p>To what extent have the various activities in the different interventions transformed the available resources into the expected and intended results, in terms of quality, quantity and timeliness?</p>	<p>The EMIS activities at national and governorate levels were implemented only in 2021. Despite initial implementation delays because of issues with consultant recruitment and purchase of computers, UNESCO and UNICEF compensated for start-up delays and managed to implement core training activities at national and governorate levels with satisfactory results. The implementation mechanism, including the number, skills and experience of the allocated human resources, provides for the delivery of good quality outputs. All outputs are expected to be delivered within the extended implementation period and outcomes are likely to be achieved after the completion of training at national level.</p> <p>The project activities were originally designed to be implemented in limited geographical areas, but some activities were rolled out to all Iraq without extra budget.</p> <p>Potential risks hampering the programme's benefits and impact may arise if there are significant reductions in budget allocation or a deviation from the government's commitment to improving teacher quality and to the use of EMIS for transparency.</p>
<p>To what extent can achievements of previous actions be considered sustainable and what is the expected impact of the Interventions in the longer-term? What strategic and operational suggestions can be given to</p>	<p>The government's strategy, the Education Sector Plan, and its commitment to the achievement of Sustainable Development Goal 4, indicate continued support for the programme activities. The programme is likely to be sustainable. This assessment is based on (i) the government's commitment to support the development of teacher quality; and (ii) the integration of EMIS activities by the Planning and Statistics Directorate and schools at national level in all education sector programmes. The MoE signals a firm commitment to improving access to the internet and the delivery of computers to all schools. The GoI is in the process to have a Public-Private Partnership (PPP) to ensure continuous internet connection and free access for all schools.</p>

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
<p>enhance the sustainability of ongoing education projects?</p>	<p>The activities that were delivered under the human rights sub-component approached the climate change issues through curriculum and classroom learning and also through cross-curricular activities such as the “Human Rights School Award” and the “Students’ Parliaments”. This indicates the government’s ownership of programme activities.</p> <p>In addition, the ongoing training under the four projects, the continued application of teacher training in classroom settings, the continuation and expansion of EMIS, and the capacity development for strengthening school management for efficiency and transparency under the programme should continue to contribute to student enrolment and retention.</p> <p>In KRI, the Ministry of Education developed a strategy for the sustainability of project activities such as the assessment of teacher performance by head teachers, with support from supervisors as needed, and the assessment of head teacher performance by the ‘critical friend’ supervisor. The MoE is now implementing those activities in Erbil, Sulaimani, Dohuk, Halabja, part of Diyalah (Garmian), and part of Kirkuk.</p> <p>According to respondents, the critical friends play an important role, supporting the school administration in overcoming various challenges, setting development plans for the school, consolidating the relationship between the supervisor and the school administration, and removing barriers that obstruct the educational process.</p> <p>According to one senior project manager, the critical friends component of the programme promoted diversity among ethnic and religious groups. In Nineveh, for example, more than 600 Sunni, Shiite, Christian, Yazidi and Shabak advisors are working in more than 1,400 schools.</p> <p>Sustainability in the targeted schools is ensured through the establishment of the EMIS system and the development of capacities needed for the effective use of the system. The intervention has also ensured that the technology used will be transferred to the national partner during the final phase of implementation, thus securing the regular maintenance and upgrading of the system.</p> <p>The long-term impact of the COVID-19 pandemic on education – particularly the temporary transition of basic education to a virtual format – is difficult to determine at this time. Given the programme’s contributions to the foundations of LSE in the country and the target provinces, this evaluation assesses the programme as likely to be sustainable.</p>
<p>Impact (the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects)</p>	
<p>What is the expected impact of the interventions in the longer term?</p> <p>How responsive were/are EU interventions in the education</p>	<p>The EU signed with the Gol “one lot or package” (the programme) which helped to manage the four funded projects and direct the funds in a way to avoid unwanted overlaps in addition to providing strategic support rather than small initiatives whose impact often stops when the project ends.</p>

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
<p>sector to the needs of the most vulnerable groups (IDPs, refugees, children with disabilities and girls)?</p> <p><i>Has gender equality been enhanced?</i></p>	<p>This evaluation assesses the programme impact as satisfactory since it had a positive impact on institutional development, gender mainstreaming and social equity. The programme improved IDPs' facilities in remote areas. It trained teachers and monitored the effective application of training to classroom settings for children with special needs. The programme contributed to a reduction in the dropout rate and a decrease in the repetition rate in primary schools. Enrolment has been addressed through strategic documents designed by the programme and the various interventions of the four projects. The programme is expected to positively impact on increasing enrolment rates and access especially for girls, disabled children and children from vulnerable groups. The capacity development activities enhanced the administrative skills of MoE, local education management officials and school management. For the first time in Iraq, every school set a vision and mission and is working towards achieving them through an annual school development plan.</p> <p>A senior MoE official reported that educational supervision data were analysed to evaluate the performance of more than 20,000 schools in central and southern Iraq, and that this was the first step in the direction of supporting each school to develop a development plan based on the reality of the school and not a duplicate of the plans of other schools.</p> <p>The EMIS system has been developed and data of all schools of Rasafa 3 have been integrated. It is expected that the integration of the remaining schools will be completed by November 2022. In the KRI in contrast all targeted schools have been integrated into the system.</p> <p>The Illiteracy Eradication Centres are already integrated into EMIS, and the integration of the additional centres will be finalised by September 2022. It is expected that this process will be completed by the end of the project. Training on the use of the source code and the transfer of technology is expected to be completed by the end of the project. Interviewees from the MoE in Iraq and the KRI in particular have valued the EMIS system as an effective means to improve educational services and have expressed their appreciation for the training. An interviewee of KRI noted that while the introduction of the new system has been welcomed by the majority of schools, there remains a minority among them that have not been convinced about the added value of EMIS</p> <p>By improving education management, the system will contribute to effective evidence-based planning and policy making, addressing the actual educational needs of all beneficiaries, irrespective of any social or geographical barrier. In addition, the assessment of capacity development needs will form the basis for the development of the five-year capacity development strategy and its three-year implementation plan. Both will be linked to the national education strategy currently being developed.</p> <p>It should be noted that the software used by UNESCO for the EMIS is open source, which means that it can be easily accessed by stakeholders at all levels of the system, including educational institutions.</p> <p>Although the purchase and delivery of laptops suffered serious initial delays, 3,000 laptops have been delivered to schools in Karkh-1 and Rasafa-3. EMIS roll-out also includes the provision of servers and internet connectivity. However, according to UNESCO, the main challenge now is the poor internet connection in Iraq. There is also a</p>

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
	<p>problem with changes in staff at the MoE, which require that additional time be allocated to consultation and training. The lack of experience among educational staff in the use of software and database programmes is another challenge.</p> <p>A core team of Master Trainers from the MoE and Rasaf 3, trained by UNESCO, began to lead the training of teachers (2 per school in 560 schools) in June 2021. An EMIS call centre has been established at the MoE and three support analysts from the call centre are trained to provide remote support to school-level users. These measures enhance Iraqi ownership and sustainability, preparing MoE users for the eventual transfer of the technology.</p> <p>For children of refugees, returnees, remainees and IDPs in crisis-affected areas the programme supported healthier and more conducive school learning environments. School improvements were completed in 149 schools, including renovation, expanding classroom spaces and improving the infrastructure. WASH facilities were provided in 97 schools and supplies such as water tanks, water coolers, heaters, kerosene, fans and air coolers were provided for 103 schools. In total 108,312 learning kits were distributed containing school materials and school uniforms for vulnerable students, a key activity given that research indicates that the majority of families with out-of-school children report that costs associated with school attendance are a critical barrier to enrolment. Textbooks were distributed to 21,648 students; 3,501 classroom kits and 984 recreation kits provided to schools created a more enriching and welcoming learning environment in targeted schools and helped teachers to be better equipped with teaching aids. The number of teachers trained in Teaching in Crisis Context (TiCC) reached 2,852. The UNESCO project provided 39,603 students with after-school or summer remedial classes and 98,872 students received psychosocial support or individual case management to help them develop improved coping skills and greater resilience.</p> <p>Training was also provided to teachers: over the project life, 2,852 teachers were trained on TiCC and 1,459 teaching staff strengthened their capacity in psychosocial support, emotional well-being, E-learning and modern teaching techniques.</p> <p>The total number of IDP, returnee, remainee and refugee children provided with educational support and services under the project reached 163,344, more than the set target of 100,000, in six governorates of Iraq – Anbar, Salah al Din, Ninewa, Erbil, Duhok and Sulaimaniyah.</p> <p>According to a senior project manager: <i>Children with disabilities are the most neglected group in any society. A combination of factors such as social stigma, inability to cater to their special needs, and lack of awareness among caregivers and the authorities keeps this group completely marginalized from the mainstream, particularly from accessing education.</i></p>

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
	<p>The same project manager reported that the EU intervention has been “important and essential to support those children’s access to school”, but noted that “substantial gaps remain when it comes to ensuring the right to education for all”.</p> <p>The UNESCO IDP project prioritised rehabilitation and installation of gender-sensitive latrines in targeted schools. The secondary school age female students have benefited from distribution of dignity kits containing hygiene and sanitary items that helped to improve enrolment and retain girls in schools. Back to school campaigns highlighted the importance of girls’ education and targeted school age girls and children who had dropped out.</p> <p>Awareness raising campaigns drew the attention of communities to the importance of education for girls and the role of community leaders for advocacy on this to help loosen the existing cultural and societal norms. Through individual counselling sessions, the project worked closely with families to overcome the perception of education for girls being unimportant and the prioritisation of boys’ education over girls in a family. Educating family members has helped in improving girls’ enrolment and preventing them from dropping out of school.</p> <p>Gender equality has been further mainstreamed through the capacity building and awareness raising among educational actors and teaching staff; the project strongly encouraged and engaged female teachers in the capacity building trainings and other learning and development opportunities.</p>
Coherence, Coordination and Consistency (the compatibility of the intervention with other interventions in a country, sector or institution)	
<p>How complementary were/are EU actions with other donors’ actions in the sector?</p> <p>What has been the role of civil society in the sector, including associations of women and youth?</p>	<p>There are no other donors supporting the education system. One senior project manager described other donors’ actions in the education sector as ‘invisible’.</p> <p>However, one senior project manager reported that cluster coordination meetings and strong partnerships with UN agencies and NGOs brought in complementary activities which were not necessarily the focus of the project, but that are interdependent with the right to quality education, including health, protection, water and sanitation. Continuous coordination and exchange of information resulted in prevention of overlapping and optimisation of the effectiveness of concerted efforts.</p> <p>The same project manager reported that national/local organisations have been selected as Lead or Associate implementing partners under the project and over the lifetime of the project continued capacity development and knowledge sharing helped to strengthen their expertise that will be further utilised beyond the lifespan of the project.</p> <p>He also reported close relationships with stakeholders: <i>Close engagement and involvement of key stakeholders in the activities, particularly MoEs and DoEs focal points, focused on the improvement of access to education for IDPs, returnees, remainees and refugees and building strong ownership and government buy in.</i></p>
EU Added Value (the extent to which the intervention brings additional benefits to what would have resulted from Member States’ interventions only in the partner country)	

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
What benefits were achieved that could not have resulted from Member States' interventions only?	<p>The added value of EU support is viewed in the long-term effect of its contribution to the substantial improvement of the education sector. Its added value is also based on combining support to capacity development, information management and support to policy development.</p> <p>The capacity building project focused on areas related to access and quality that are related to the policy framework especially at pre-university level. Originally the scope was limited to five provinces (Baghdad, Erbil, Basra, Anbar and Ninawa if security allows). Today it works at national scale in the 19 provinces of Iraq including all of CSI and KRI.</p> <p>The change in attitudes has been positive towards education especially for girls and disabled children; there is increased accountability at school level in terms of access to education for all. The development of the National Framework for Inclusive Education played a key role as follows:</p> <ul style="list-style-type: none"> • Changing perceptions of disability and the right of disabled children to access education • Reducing the stigma around disabled children especially girls • Deaf children sat for grade six national examinations for the first time in Iraq's history as they were deprived of this right by law <p>The EU intervention in the education sector positioned the MoE in a leading role while identifying the role of the other ministries in providing support. Prior to the EU intervention, the role of MoLSA for example was confusing as it was seen as being in charge of the 'special institutes' when it comes to teaching and learning, which is not the case. The conflict between MoLSA and the MoE was well approached.</p>
Communication and Visibility (efficiency of the visibility and communication plans implemented under each action)	
How efficient were/are the visibility and communication plans implemented under each action? How did this contribute to inform the EU role in the sector?	<p>The communication and visibility activities carried out by the British Council, UNESCO and UNICEF ensured that information concerning the programme, its objectives and achievements is presented accurately and shared with appropriate audiences on a timely basis by the most effective means.</p> <p>According to UNESCO and UNICEF, the EU flag and logo are visible in the workshops, training materials and in the official speeches. The British Council stated that the beneficiaries themselves started promoting the programme and the EU. They also reported that:</p> <ul style="list-style-type: none"> • over 80,000 copies branded booklets were used in training; • tens of thousands of other promotional materials were used; • the social media as the Facebook page is the only page that children, teachers and educators feel proud to have their own videos and photos shared on the page; • thousands of schools have the programme banners shared and drawn on the schools' walls; and • both the Iraqi president and the prime minister met with their partners and were briefed about the programme, in addition to many members of parliament and senior government officials.

Evaluation Questions (Sub-questions in <i>italics</i>)	Findings
	During the pandemic period short videos were developed on promoting COVID-19 prevention measures which featured the project visibility at the end of the video, and highlighted the role of the EU, UNESCO and the implementing partners in supporting the educational process generally with a focus on child wellbeing.