



This action is funded by the European Union

ANNEX 2

of the Commission Decision on the Annual Action Programme 2015 in favour of Iraq for primary and secondary education to be financed from the general budget of the European Union

Action Document for crisis response in the field of primary and secondary education in Iraq

INFORMATION FOR POTENTIAL GRANT APPLICANTS

WORK PROGRAMME FOR GRANTS

This document constitutes the work programme for grants in the sense of Article 128(1) of the Financial Regulation (Regulation (EU, Euratom) No 966/2012) in the following sections concerning calls for proposals: 5.3.1. "Grants – call for proposals (direct management)" has been used.

The calls for proposals will be launched exceptionally before the adoption of this Action Document under the so-called suspensive clause, tentatively during the second half of 2015.

1. Title/basic act/ CRIS number	"Crisis response in the field of primary and secondary education in Iraq" CRIS number: DCI-MED/2015/038-171 financed under Development Cooperation Instrument
2. Zone benefiting from the action/location	The action shall be carried out at the following location: Iraq
3. Programming document	Special measure aimed at implementing the <i>EU regional strategy for Syria and Iraq as well as the Da'esh threat</i> " (JOIN(2015)2 final 6.2.2015).
4. Sector of concentration/ thematic area	This action complements the 2015 programme "Capacity Building Programme for Primary and Secondary Education in Iraq" which addresses the focal area "Capacity Building in Primary and Secondary Education" of the MIP Iraq 2014-2017.
5. Amounts concerned	Total estimated cost: EUR 12 600 000 Total amount of EU budget contribution EUR 12 600 000
6. Aid modality and implementation modality	Project modality Grants – call for proposal

7. DAC code(s)	11220 – Primary Education; 11320 – Secondary Education			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. Global Public Goods and Challenges (GPGC) thematic flagships	N.A.		

SUMMARY

The aim of this action, which complements the 2015 programme "Capacity Building Programme for Primary and Secondary Education in Iraq", is to provide a swift response to the current Syria/Iraq/ISIL crisis. It will offer the opportunity to rehabilitate damaged educational infrastructures and to provide basic services to people in need (EUR12.6 million).

This action contributes to the implementation of EU regional strategy for Syria and Iraq as well as the Da'esh threat" endorsed by the Council on 16 March 2015.

1. CONTEXT

1.1. Sector/Country/Regional context/Thematic area

Iraq is recently facing a double shock: the Islamic State of Iraq and Levant (ISIL) insurgency and the global plunge in oil prices

The insurgency led by ISIL and the burden of more than 3 million IDPs and 250 000 Syrian refugees are heavily affecting Iraq through destruction or increased pressure on infrastructures, trade disruptions, impeded access to fuel and electricity, deterioration of investor confidence. The International Monetary Fund (IMF) revised Gross Domestic Product (GDP) growth in Iraq in 2014 from over 6% in the spring, before the beginning of the insurgency, down to a contraction by about 0.5%.

With oil export revenues accounting for more than 90% of total government revenues, the fall of the oil price¹ is reducing government revenues (with a spill over on the whole economy through lower government spending), while security and humanitarian expenditure due to the conflict are increasing. The IMF has estimated that the government deficit is likely to have reached 5% of GDP in 2014.

Some positive elements but still hard challenges

Following the election of the new Parliament on the 30 April 2014, the Council of Representatives elected Salim al-Jabouri as speaker (moderate Sunni) and Fuad Masum (Kurdish) as president of Iraq who has designated Haider al-Abadi (Shia) as Iraq's Prime Minister. The government should pursue reforms and comprehensive dialogue with a view to achieving inclusiveness, national reconciliation and long-term peace and to fully implement the agreement on the transfer of revenues and oil between the federal Government of Iraq and the Government of the Kurdistan Region.

As the roots of the current crisis are political (lack of unity and lack of interest from Baghdad *vis à vis* Sunni regions), the ISIL/Da'esh threat must be addressed in political terms with the aim of achieving long-term stability.

The Kurdish Region of Iraq (KRI)

The deterioration of the security situation in Iraq has a detrimental impact on the humanitarian situation. Internally displaced persons (IDPs) are currently concentrated mainly in the northern Kurdish Region of Iraq (1 million IDPs in KRI for a total population of 5.2 million, Dohuk Governorate hosts 17% of the displaced people).

The KRI is a semi-autonomous region encompassing three out of the 18 governorates of Iraq, with a population of 5.1 million. The Kurdistan Regional Government (KRG) is based in Erbil and according to the Iraqi Constitution of 2005 exercises legislative, executive and judicial powers not covered by the exclusive powers of the federal authorities (e.g. foreign affairs).

Due to the ISIL crisis, KRG has diverted an increasing share of public finance towards defence and security spending. The impact on the human and financial resources of the KRG has been compounded by the difficult relations with Baghdad (irregular fiscal transfers from the Central Government to KRG which amount to nearly half of KRG's GDP). The impact of the crisis is not limited to the KRG but has also affected other parts of Iraq as well. The

¹ From 104.71 US\$/barrel of crude oil in January 2014 to 44.38 US\$/b in January 2015 (-58%/year).

significant and sudden population increase is causing a strain on existing services and infrastructure and long-term distortions (labour and housing sectors, social cohesion, etc.). Host communities bear the brunt of the conflict and should be therefore targeted in the same way as IDPs and refugees.

The World Bank² notes that the poor information system of KRG (and Iraq more generally) make analytical work at the sub-regional level difficult and therefore response strategies (at KRG or development partners levels) fragile. This issue will be addressed in the 2015 programme "Capacity Building Programme for Primary and Secondary Education in Iraq" through a targeted technical assistance on information systems in relation to education.

A KRI education sector under recent severe constraints:

Education is acknowledged as a key element for addressing the roots of the current crisis, it is therefore one of the 3 focal areas of the DCI MIP 2014-2017 for Iraq. Education is one of the key sectors being affected by the inflow of Syrian refugees and Iraqi IDPs. The ISIL crisis has pushed to the limits the capacity of the KRI education system.

Refugees: The number of school-age Syrian refugees' children in KRI increased from 14,400 in 2012 to 48,500 in 2013 and it has now reached about 55,000. About 21,000 of the refugee children are already enrolled in formal education in camps and host communities. But approximately 34,000 children remain un-enrolled, with the highest concentration in non-camp settings³.

IDPs: Of the 2.47 million IDPs across Iraq, an estimated 720,000 are school-age children between the ages 6 to 17 years and an estimated 123,000 children between the ages of 4-5 years. According to the Ministry of Education an estimated 192,000 IDP children are enrolled in formal education. Of these, 138,000 are in the KR-I, with the remaining 54,000 children across southern and central Iraq. Despite progress, more than 75% of IDP children remain out of school across Iraq. This means that more than 650,000 IDP children between the ages of 6 – 17 are not accessing education services.

These refugees and IDPs school-aged children have added undue pressure on the KRI education system. The analysis⁴ shows that the large majority of these children remain out of school because of economic considerations; the language barrier; the lack of school infrastructure, teachers, and school materials; complex administrative procedures for school enrolment; and other socioeconomic reasons.

1.1.1. Public Policy Assessment and EU Policy Framework

National level:

In 2012, the Iraqi government with the assistance of the international community (World Bank, UNESCO and UNICEF) developed the National Education Strategy (NES) 2011-2020 to serve as a national guide for all education projects and interventions. In 2013, the Iraqi government 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 very much based on the NES as the Iraqi government 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

² Kurdistan Region of Iraq, economic and social impact assessment of the Syrian conflict and ISIS crisis (KRG and World Bank – 2014); Paragraph 9. Page 11

³ Regional Refugee & Resilience Plan 2015-16 IRAQ (2014 – Education component led by UNICEF)

⁴ Kurdistan Region of Iraq, economic and social impact assessment of the Syrian conflict and ISIS crisis (KRG and World Bank – 2014); Paragraph 2.18

therefore essential to rebuild consensus between all Iraqis, regardless of gender, socio-economic status and place of birth, age, religion, or ethnicity.

KRG level:

In September 2013, KRG produced a programmatic document called “Kurdistan Region of Iraq 2020 - A Vision for the Future”. This document offers the opportunity to share KRG’s common vision as regards the development of the KRI, and to provide a framework under which the individual ministries could develop their detailed policies and goals. This document provides also a framework for the development partners.

In the area of education, it was found that the turbulent events of KRI history prevented many children from achieving their educational potential, but that the creation of the semi-autonomous KRG has offered the opportunity to educate younger generations. The KRG vision consists in “an educational system that equips (its) people to achieve their aspirations and support democratic values, economic development, and societal welfare”. Five policy priorities have been selected:

1. Ensuring access to all levels of K-12 education
2. Providing high quality K-12 education
3. Increasing relevance and success of TVET
4. Increasing transparency and accountability
5. Building on improvements in higher education

EU level

The EU, which, together with its Member States, was the second-largest humanitarian donor in 2014, providing EUR 163 million and in 2015 has provided EUR 63 million so far [June 2015], calls (Art. 26 [b]) on the Governments of Iraq and KRI to ensure that humanitarian aid is delivered to all IDPs and refugees. Development cooperation can make humanitarian aid more sustainable and make the governments of Iraq and of the KRG more efficient in responding to the unfolding crisis. The EU has pledged through the EU Regional Strategy its full support to the Iraqi Government and KRG in pursuing the necessary reforms across a broad spectrum of sectors, and remains committed to providing long-term assistance (Art. 27 [b]).

1.1.2. Stakeholder analysis

In the area of education, key governmental stakeholders are the Ministries of Education (central level and KRG) and the Ministry of Planning which is the lead ministry responsible for assessing IDPs/refugees' needs.

The Department for International Development (DFID) and the Office for the Coordination of Humanitarian Affairs (OCHA) have set up the Joint Crisis Center (JCC) within the KRG Ministry of Interior. This JCC is an important stakeholder which is responsible for:

1. information management (who is doing what);
2. making recommendations to the KRG ministries;
3. supporting resources mobilisation.

In the sector of education, major donors are coordinated within the “Iraq Education Cluster”⁵. In this context 10 organisations are working together to address the IDPs/refugees needs (6 international NGOs, 2 UN agencies and 2 national NGOs: Save the Children, Norwegian Refugee Council (NRC), Intersos, International Rescue Committee (IRC), Un Ponte Per,

⁵ IRAQ Education Cluster: Who is doing what, where? IDP Activities: October 2014

Triangle GH, UNICEF, UNESCO, Afkar, ISHO). The Cluster coordinates a total of 273 activities across 13 governorates of Iraq (including KRG). Activities have already benefited over 59,000 children, teachers and education personnel.

Alongside national or regional strategies (see 1.1.1), stakeholders can design their support in accordance with assessments prepared by international organisations (UN or World Bank) in close coordination with Government of Iraq and KRG⁶:

- Regional Refugee & Resilience Plan 2015-16 IRAQ (2014 – Education component led by UNICEF)⁷.
- KRI, economic and social impact assessment of the Syrian conflict and ISIS crisis (KRG and World Bank – 2014)⁸
- OCHA Iraq crisis situation reports (esp. le latest one March 2015)⁹

These documents are aligned with the Iraq Strategic Response Plan (SRP) 2014-2015¹⁰.

1.1.3. Priority areas for support/problem analysis

The action will support the Iraqi National Education Strategy's priorities related to the quality and equality of the education system in Iraq, as well as the priorities n°1 and n°2¹¹ of the "Kurdistan Region of Iraq 2020 - A Vision for the Future".

2. RISKS AND ASSUMPTIONS

Risks	Risk level	Mitigating measures
- Numerous stakeholders involved at central and regional level	M	- The risk is medium as the KRG leadership is strong and coordination mechanisms with the federal government and international organisations have been set up.
- Numerous EU development instruments and overlapping set of problems: humanitarian aid / development / peace and stability	L	- At EU level, coordination is on-going between different services (ECHO, DEVCO, FPI, EEAS and EU MS) through Council working groups)
- Unstable security situation	M	- For the time being the security in KRG (which hosts the majority of IDPs and refugees) is quite satisfactory. - The fragile security situation in the rest of the country is being addressed by the Government of Iraq and its partners.

⁶ Other sources can be referred to: Crisis situation analysis Schools (UNAMI - 19 October 2014); Immediate Response Plan for IDPs in the KRI.

⁷ Regional Refugee & Resilience Plan 2015-16 IRAQ (2014 – Education component led by UNICEF)

⁸ Kurdistan Region of Iraq, economic and social impact assessment of the Syrian conflict and ISIS crisis (KRG and World Bank – 2014)

⁹ CRISIS Situation Report No. 35 (OCHA 7 – 13 March 2015)

¹⁰ Iraq Strategic Response Plan (SRP) 2014-2015

¹¹ See 1.1.1

	- Considerable experience gained in the recent years allows the EU to establish complex programmes in Iraq under challenging conditions.
Assumptions	
<p>- Mediation and dialogue efforts as well as the willingness to engage in projects for children with special needs (displaced people, refugees, host communities, children with disabilities) will prevail.</p> <p>- The current crisis in the country will not affect the priorities of the government and the stakeholders any further who will work with a view to enhance relief, reconciliation, rehabilitation and development.</p> <p>- The security situation will not deteriorate further.</p>	

3. LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1. Lessons learnt

Since the beginning of the crisis, coordination mechanisms have been set up as well as tools for assessing the needs. According to these assessments (2.16 [e]), the main substantial gaps in basic education in the KRI consist in:

- [i] school capacity shortage [infrastructure and supply issue],
- [ii] persistent lack of qualified teachers [capacity building issue].

The main reasons lie in:

- [i] the current rates of school rehabilitation and construction of new schools do not match population growth and the expected improvement in secondary enrolment. A large majority of children remain out of school because of economic considerations; the language barrier, lack of school materials and complex administrative procedures for school enrolment.
- [ii] weak academic backgrounds, weak retraining programs, and lack of incentives for attending these programmes.

According to the latest OCHA CRISIS Situation Report (n°35 7 – 13 March 2015)¹², only 10% of the fund requested for implementing the education component of the Strategic Response Plan is covered.

From the previous EU projects managed by the British Council and UNICEF, two main lessons can be learned: (i) the need to combine short and long term support; and (ii) the need to bridge bottom- up and top-down initiatives.

Supporting the Ministry of Education , the Ministry of higher Education and the Ministry of Youth and Sport, the British Council have worked with teachers and school leaders to help them improve the classroom experience and support learning more effectively. Qualified local and international experts have developed revised school standards which include new processes and pro formas for planning and evaluating school and teacher effectiveness. A National Education Working Group on Standards has been formed, and works with ministries to ensure standards are established across countries.

¹² CRISIS Situation Report No. 35 (OCHA 7 – 13 March 2015)

UNICEF has developed Child Friendly Schools (CFS) standards endorsed both in Central Iraq and in Kurdistan Regional Government (KRG), ensuring ownership and sustainability of the project.

3.2. Complementarity, synergy and donor coordination

Donor coordination aims to align cooperation on national priorities while developing synergies and complementarity between national and international stakeholders. In the education sector in Iraq, it should benefit from mechanisms or institutions already in place such as (see 1.1.2):

- Ministries of Education (central level and KRG),
- Ministry of Planning which is the lead ministry responsible for gathering IDPs/refugees needs;
- Ministry of displacement and migration (central level);
- High Committee for Internally Displaced Persons chaired by Dr. Saleh al-Mutlaq;
- Joint Crisis Center (within the KRG Ministry of Interior with DFID/OCHA support);
- “Iraq Education Cluster”.

Moreover, stakeholders can design their support in accordance with assessments prepared by international organisations (UN or World Bank) in close coordination with Government of Iraq and KRG:

- Regional Refugee & Resilience Plan 2015-16 IRAQ (2014 – Education component led by UNICEF);
- KRI, economic and social impact assessment of the Syrian conflict and ISIL crisis (KRG and World Bank – 2014);
- OCHA Iraq crisis situation reports (esp. the latest one March 2015).

These documents are aligned with Iraq's Strategic Response Plan (SRP) 2014-2015.

The EU will also ensure complementarity with the two EU-funded education projects in Iraq. The first titled "Support to Improving the Quality of Education in Iraq" is implemented by UNICEF and aims to support child friendly schools, building the capacity of the teachers and head teachers at school level and the implementation of school based management.

The second EU-funded project, implemented by the British Council, is titled "Improving access to quality basic education in Iraq". The project, which ended in August 2014, supported the improvement of the quality of service delivery at school level by developing the standards for child friendly schools, providing training to supervisors and head teachers, developing the TVET strategy and supporting physical education (sports).

3.3. Cross-cutting issues

The proposed action addresses the various needs of the education system in Iraq in the context of the current crisis. It engages the civil service (teachers, supervisors, counsellors, ministry administrative staff, etc.) as well as civil society. It also aims to support the development of a modern and inclusive system catering for the education of all children, in particular the refugees/IDPs and the ones with physical and/or mental disabilities. It is therefore a programme that targets among others, vulnerable groups of the population that have not yet received the required attention. It promotes essential pillars for the development of Iraq such as inclusiveness, peace building and reconciliation. It is also directly related to the economic and sustainable development aspect of education as it targets marginalised people left without education or job opportunities.

Gender equality is another highly important issue this intervention will focus on. Interventions will include measures to increase the participation and achievement of women in formal and non-formal education and also to increase the proportion of women in the counselling programs.

Finally, good governance also forms an integral part of this action in the sense that enhancement of planning capacities, promotion of decentralisation and simplification of the education management processes, are prerequisites for the general improvement of the level of education delivered in a fragile context.

The project will yield positive environmental and social benefits by rehabilitating schools using safer designs and more hygienic environments. Measures, such as planting trees and grass and landscaping, will mitigate the potential hazards of construction.

4. DESCRIPTION OF THE ACTION

4.1. Objectives/results

4.1.1. Objectives

Following the adoption of the EU Regional Strategy for Syria and Iraq, as well as the Da'esh threat, the general objective of this action is **to address the consequences of the current crisis in Iraq.**

The specific objective consists in addressing the crisis consequences **in the primary and secondary education sector in Iraq**, mainly in KRI which hosts the majority of IDPs and refugees.

4.1.2. Results

Access to inclusive education for vulnerable school-age children and groups affected by the Iraq/Syria/ISIL crisis is improved (**equality**)

Education and learning environments are adapted to the situation of these vulnerable children (**quality**)

4.2. Main activities

Main activities will consist of (examples are provided below):

Equality of access

- Addressing school infrastructure gaps
 - Renovation and rehabilitation of schools following IDPs relocation to proper shelters (e.g.. separate latrine construction for girls);
 - Expanding classroom capacity, largely via prefabricated mobile classrooms (caravans, tented schools), in existing host community schools and in camps;
 - Developing alternative uses (use of under-used schools in rural areas or other infrastructures and opening new schools in urban and rural areas);
 - Finding alternative options to host refugees and IDPs so that the schools used as shelters could be quickly rehabilitated as schools (Public-Private Partnerships as well as communities capacity development in the construction sector might be envisaged).
- Addressing educational tools gaps
 - Procuring supplies for schools (including energy/water), children and teachers (including school furniture, textbooks and learning materials, recreation kits,

- first aid kits, school bags, teacher's kits supplies), supplies addressing the winterization issue);
 - Develop radio education initiatives.
- Addressing informational gaps
 - Raising awareness and sharing information among the disabled/IDPs/refugees about the education system and the availability of spaces for them;
 - Contribution to relevant information systems (e.g. feeding them).
- Addressing organisational gaps
 - Identification and deployment of teachers among the IDPs/Refugees;
 - Supporting IDPs/refugees/disabled children families with registration complexities;
 - Supporting IDPs/refugees/disabled children families in coping with insecurity;
 - Supporting IDPs/refugees/disabled children for transportation to access functioning schools, sometimes far from camps or places of residence.
- Adapting administrative processes
 - Supporting discussion between Baghdad and KRG allowing displaced teachers to be paid by the federal government even if they do not perform their duties in their initial place of assignment;
 - Develop synergies between private education services and public ones.

Quality

- Adapting educational tools to refugees, IDPs and disabled children
 - Adaptation of curricula and books (including translation from Kurdish to Arabic) if needed;
 - sensitization and de-radicalisation of pupils or students who studied in ISIL occupied territories.
- Capacity building of teachers in the current crisis context
 - Support deployment of qualified teachers by identifying Arabic-speaking school teachers among IDPs and Syrian refugees;
 - Development of psychological and health services skills for teaching and non-teaching staff (e.g. basic psychosocial treatment for post-traumatic stress disorder);
 - Development of security skills for teaching and non-teaching staff with regard to war and post-war environment health and security hazards (e.g. Mines, Unexploded Ordnance (UXO) and Improvised Explosive Devices (IEDs) sensitization);
 - Training of trainers with a focus on scientific domains, identified by KRG authorities as a key issue;
 - Intensive use and support of the 5 KRG training centres.

4.3. Intervention logic

Since 2009, the EU has supported the education system in Iraq. However, the current crisis and in particular the inflow of more than 250 000 refugees from Syria and 3 million million of IDPs, have increased the need to provide a quick response to the arising needs in the education sector. This action complements the 2015 programme, which is focused on capacity building in the Iraqi education sector.

Therefore, the intervention logic strongly relies on bridging short and long support, which also justifies the importance of timing of the action.

As detailed in the logical framework of this action, the activities will lead to achievement of the two expected results (outputs) which in turn will contribute directly to the achievement of the specific objectives, measurable through its impact indicators.

5. IMPLEMENTATION *(to be completed during the formulation phase)*

5.1. Financing agreement

In order to implement this action, it is not foreseen to conclude a financing agreement with the partner country, as referred to in Article 184(2)(a) of Regulation (EU, Euratom) No 966/2012.

5.2. Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of adoption by the Commission of this Action Document.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute technical amendments in the sense of point (i) of Article 2(3)(c) of Regulation (EU) No 236/2014.

5.3. Implementation modalities

5.3.1. Grants: call for proposals (direct management)

(a) Objectives of the grants, fields of intervention, priorities of the year and expected results:

5.3.1.1. Objectives of the grants

To increase access to inclusive education for vulnerable school age children and groups affected by the Iraq/Syria/ISIL crisis

To adapt education and learning environments to the situation of these vulnerable children

5.3.1.2. Fields of intervention

Primary and Secondary education

Iraqi areas suffering from the Iraq/Syria/ISIL crisis

Actions in terms of services (capacity building), supplies/works (e.g. educational tools or inputs for schools functioning, mobile schools ...)

5.3.1.3. Priorities

For emergency reasons and rationalisation of the aid, beneficiaries will participate to coordination mechanism and adapt priorities accordingly

5.3.1.4. Expected results

Access to inclusive education for vulnerable school age children and groups affected by the Iraq/Syria/ISIL crisis is improved (equality)

Education and learning environments are adapted to the situation of these vulnerable children (quality)

(b) Eligibility conditions

In order to be eligible for a grant, the applicant must be a non-profit-making organisation. The participation of at least one co-applicant is obligatory. Sub-granting is envisaged.

Subject to the information to be published in the call for proposals, the indicative amount of EU contribution per grant is between 6 and 12.6 million of euros. Grants may be awarded to consortia of beneficiaries (coordinator and co-beneficiaries). The indicative duration of the grant (its implementation period) is 36 months.

(c) Essential selection and award criteria

The essential selection criteria are financial and operational capacity of the applicant.

The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 100%

In accordance with Articles 192 of Regulation (EU, Euratom) No 966/2012, if full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100 %. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.¹³

(e) Indicative timing to launch the call

2nd half of 2015

(f) Exception to the non-retroactivity of costs

N.A.

5.4. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 9(2)(b) of Regulation (EU) No 236/2014 on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realization of this action impossible or exceedingly difficult.

5.5. Indicative budget	EU contribution (amount in EUR)	Indicative third party contribution
Call for proposals (direct management)	12 600 000	0
Evaluation & Audit	0	0

¹³ The financing in full is authorised as this action includes assistance for refugees, uprooted persons and rehabilitation in a crisis situation.

Communication & visibility	0 <i>(covered by the grant contracts)</i>	0
Contingencies	0	0
Total	12 600 000	0

5.6. Organisational set-up and responsibilities

The EU Delegation and DG DEVCO will evaluate project proposals submitted through an open call for proposals.

The EU Delegation and DG DEVCO will ensure regular management and monitoring of the projects.

5.7. Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of the projects resulting from a call for proposals will be a continuous process and part of the implementing partner's responsibilities. To this end, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) or the list of result indicators (for budget support). The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.8. Evaluation

Having regard to the nature of the action, a final evaluation will be carried out for this action or its components via independent consultants, contracted by the Commission.

It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular into account the impact of innovative projects.

The Commission shall inform the implementing partner at least 30 days in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The financing of the evaluation shall be covered by another measure constituting a financing decision.

5.9. Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

The financing of the audit shall be covered by another measure constituting a financing decision.

5.10. Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation and supported with the budget indicated in section above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

6. PRE-CONDITIONS

N.A.

7. APPENDIX - INDICATIVE LOGFRAME MATRIX

	Intervention logic	Indicators	Baselines 2015 (or 2014)	Targets (2016,2017,2018)	Sources and means of verification	Assumptions
Overall objective: Impact	To address the consequences of the Iraq/Syria/ISIL crisis	# of IDPs/refugees/host communities benefiting from this project	<ul style="list-style-type: none"> - # of IDPs (beginning 2015): 3 million + - # of Syrian refugees (beginning 2015): 250 000 	<i>To be defined later on the basis of the policy dialogue with relevant stakeholders</i>	Education Cluster report, UNHCR annual report, annual reports from NGOs, data from the Ministry of Displacement and Migration	<ul style="list-style-type: none"> - Mediation and dialogue efforts as well as the willingness to engage in projects for children with special needs (displaced people, refugees, host communities, children with disabilities) will prevail.
Specific objective(s): Outcome(s)	To support quality and equality of access in the primary and secondary education sector in Iraq for people suffering in the current crisis	<p># of children enrolled in formal/non formal settings, broken down by:</p> <ul style="list-style-type: none"> - sex and - type of vulnerability (refugee/IDP/host community/disabled) <p># of educational staff trained and deployed</p>	<ul style="list-style-type: none"> - # of school-age Syrian refugees' children in KRI in 2014: 55,000 (38% already enrolled in formal education in camps and host communities). - # of school aged IDPs (6-17 years old) in 2014: 720,000 (+123,000 children between 4 and 5 years. - More than 75% of IDPs children remain out of school across Iraq. 	<i>To be defined later on the basis of the policy dialogue with relevant stakeholders</i>	Social surveys monitoring missions, reports from NGOs, Ministry of Education statistics.	<ul style="list-style-type: none"> - The current crisis in the country will not affect the priorities of the government and the stakeholders who will work with a view to enhance relief, reconciliation, rehabilitation and development. - The security situation will not deteriorate further. - Coordination between local stakeholders under the auspices of governmental authorities and major development partners will continue.
Outputs	Access to inclusive education for vulnerable school age children and groups affected by the Iraq/Syria/ISIL crisis is	# of improved education infrastructures	<i>To be drawn from the implementing partner's action proposals</i>	<i>To be defined later on the basis of the policy dialogue with relevant stakeholders</i>	Social surveys monitoring missions, reports from NGOs, Ministry of Education	

	improved				statistics.	
	Education and learning environments are adapted to the situation of these vulnerable children	<p># of actions aiming at adapting education policies or curricula to vulnerable children</p> <p># of actions aiming at improving capacities of ministries of education to respond to emergencies</p> <p># of actions aiming at improving capacities of teaching and non-teaching staff</p>	<i>To be drawn from the implementing partner's action proposals</i>	<i>To be defined later on the basis of the policy dialogue with relevant stakeholders</i>	Social monitoring surveys, missions, reports from NGOs.	

8. MAP OF IRAQ

