This action is funded by the European Union

ANNEX

of the Commission Implementing Decision amending Commission Implementing Decision C(2015)7693 of 13.11.2015 on the Annual Action Programme 2015 in favour of Iraq for primary and secondary education financed from the general budget of the European Union

ACTION DOCUMENT FOR CAPACITY BUILDING PROGRAMME FOR 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 110(2) of the Financial Regulation; in the following sections concerning grants awarded directly without a call for proposals: Section 5.3.1

1. Title/basic act/ CRIS number	"*Capacity Building Programme for Primary and Secondary Education in Iraq*"			
	CRIS numbers: DCI-MED/2015/037-769			
	financed under Development Cooperation Instrument			
2. Zone benefiting from the action/location	Iraq.			
	The action shall be carried out at the following location: Iraq			
3. Programming document	Multiannual Indicative Programme 2014-2017 for Iraq (C(2014) 5777 final)			
4. Sector of concentration/ thematic area	Primary and Secondary Education			
5. Amounts concerned	Total estimated cost: EUR 23 700 000			
	Total amount of EU budget contribution EUR 23 000 000			
6. Aid modality and implementation modality	Project modality			
	Direct management – grant – direct award to British Council			
	Indirect Management-Contribution Agreement			
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	☐	☐	☒

		Not targeted	Significant objective	Main objective
	Aid to environment	☒	☐	☐
	Gender equality (including Women In Development)	☐	☒	☐
	Trade Development	☒	☐	☐
	Reproductive, Maternal, New born and child health	☒	☐	☐
	RIO Convention markers	**Not targeted**	**Significant objective**	**Main objective**
	Biological diversity	☒	☐	☐
	Combat desertification	☒	☐	☐
	Climate change mitigation	☒	☐	☐
	Climate change adaptation	☒	☐	☐
9. Global Public Goods and Challenges (GPGC) thematic flagships	N.A.			

SUMMARY

The action "Capacity Building Programme for Primary and Secondary Education in Iraq", aligned with the 2014-2017 Multiannual Indicative Programme, aims to improve the quality and equality of the education system and strengthen the institutional capacities in education administration at central and local level and promote decentralization on education management.

1. **CONTEXT**

1.1. Sector and Country context

Sector context

During the last decades, the Iraqi education sector has suffered from underfunding, degradation of infrastructure and depreciation of human resources.

In 2012, Iraq allocated 6.9% of the state's public budget to education and 2.6% to higher education;[1] in 2013, the allocation is 9.2 % of 2013 total budget[2]; in 2014 the growth rate of the budget for education was 4.7%. This year, the third priority in terms of budget allocations is the education sector, which receives US$8.7 billion or 7.8% of total state allocations, almost at the same level of 2013, but still poor considering the significance of the sector for Iraq's social and economic development[3].

Low investment expenditure in the education sector hinders the rehabilitation and the construction of proper education infrastructures. The number of school buildings reached 10 451 in the 2010-2011 academic year and 10 658 in 2011/2012. There are 497 schools made from mud, 1 904 inadequate schools and 6 271 schools that need restoration[4].

There is a persistent gap in school enrolment ratios. In Iraq, at least one child out of ten of primary-education age is out of school. Girls are most affected the most by this situation because they have to juggle their studies and other duties imposed by their cultural and economic milieu. Although, primary school net enrolment has improved (91%), only 76% of children complete the full cycle of primary education, with wide discrepancies in both enrolment and primary school survival rates between governorates, gender and urban/rural populations. The enrolment rate at the intermediate stage is 36% and at the preparatory (pre-university) stage is 18%[5].

The education system has failed to bridge the gap in gender-based enrolment. The net male enrolment rate in primary education reached 96% compared with 88% for females, and 42% compared with 37% respectively in intermediate education.

Capacity building is required for school directors and education administrators. School directors need upgrading in school management techniques (financial management and management of learning), in data collection and in techniques for stimulating community participation. Local and national administrators need training in staff, financial management and management information systems.

Teachers are generally under-qualified, pre-service training is limited and there are few opportunities for in-service training. However, improvements have been recently introduced for the provision of pre-service and in-service training through the provision of teacher training programs. The EU has been assisting the Ministry of Education (MoE) with in-service teacher upgrading programs.

The education for children with special needs (children with mental and physical disabilities) is currently offered by the MoE. Children with disabilities usually obtain their education from another specialized institution which is run by Ministry of Labour and Social Affairs (MoLSA). This is one of the major challenges that the sector is facing as there is no coherent system to provide education for both categories. No up-to-date curriculum or modern teaching methodologies in addition to the basic skills of the teachers are also one of the challenges facing this type of education.

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[1] Iraqi National Development Plan 2013-2017, p. 263
[2] Iraq Budget 2013 - Joint Analysis Policy Unit, p. 4
[3] Low Oil Prices Put Iraq's Budget Under The Guillotine: A Comparative Analysis Of The 2013 Federal Budget And The Approved Budget For 2015, Joint Analysis Policy Unit, p. 9
[4] Iraqi National Development Plan 2013-2017, p. 262
[5] Iraqi National Development Plan 2013-2017, p. 259

Country context

The education sector in Iraq is directly affected by the political, social and economic stability.
The insurgency led by Islamic State of Iraq and Levant (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, falling oil prices[6] are 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. IMF has estimated that the government deficit is likely to have reached 5% of GDP in 2014.
Due to the ISIL crisis, the Kurdistan Regional Government (KRG) has diverted an increasing share of public finance towards defence and security spending. The impact on human and financial resources of KRG has been worsened 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 significant and sudden population increase causes short-term 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.
Following the election of the new Iraqi Parliament on 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 fully implement an 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.

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 addresses the education sector under the human and social development chapter and is 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 therefore an essential pillar to rebuild consensus between all Iraqis, regardless of gender, socio-economic status and place of birth, age, religion, or ethnicity.

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

The proposed (2010) Disability & Special Needs Care Bill, awaiting formal ratification from the Council of Ministers in Baghdad, commits to: 'providing public and private education opportunities as well as vocational and higher education for the disabled and special-needs people.' (Article 3, Clause 4). In addition, the government of Iraq became a signatory to the Convention on the Rights of Persons with Disabilities.

Kurdistan Regional Government 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 Kurdistan Region of Iraq (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 of "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:

- Ensuring access to all levels of K-12 education
- Providing high quality K-12 education
- Increasing relevance and success of Technical and Vocational Education and Training
- Increasing transparency and accountability
- Building on improvements in higher education

EU level

The EU 2014-2017 Multiannual Indicative Programme for Iraq, aligned to the Iraqi National Development Plan (NDP) 2013-2017, identifies primary and secondary education as one of the main sectors of development cooperation. Moreover, the EU has pledged through the EU regional strategy for Syria and Iraq as well as the Da'esh threat[7] its full support to the Iraqi Government and the KRG in pursuing the necessary reforms across a broad spectrum of sectors, and remains committed to providing long-term assistance.

1.1.2. Stakeholder analysis

In the area of education, key governmental stakeholders are the Ministries of Education (central and regional level), the Ministry of Labour and Social Affairs in Baghdad and Erbil, the Ministry of Planning and Ministry of Migration and displacement, responsible for IDPs/refugees needs.

At a decentralised level, the directorates of education within the governorates and local governments, private contractors and training institutions will be engaged in the various phases of programme implementation.

UN agencies, international and local organizations working in education and with people with disabilities, will also be considered as key players in the intervention.

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°2[8] of the "Kurdistan Region of Iraq 2020 - A Vision for the Future".

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[7] JOIN(2015)2 final 6.2.2015
[8] See 1.1.1

A number of initiatives will be carried out to improve the quality and equality of education delivered, by increasing the enrolment rate and thus reducing the gender gap, by revising curricula and teaching methods especially for people with disabilities, developing instructors' and teachers' skills.

A second component of the action will strengthen the capacities of the line ministries and will consolidate the decentralisation process in the education sector, by simplifying the current processes and decision making methods between the MoE, the directorates of education at the governorate level and schools.

2. RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
One of the major risks the action faces is the unstable security situation in Iraq. The country is facing major threats from jihadist groups who are able to control large areas of the country.	M	The fragile security situation in the rest of the country is addressed by the Government of Iraq and its partners. A US-led coalition of countries has been established to support Iraqi armed forces with air strikes and provision of military equipment and training. In addition, the Government of Iraq is pursuing reforms and comprehensive dialogue with a view to achieving inclusiveness, national reconciliation and long-term stability. Moreover, the EU will build on the considerable amount of experience gained in the recent years to materialize complex programmes in Iraq under challenging conditions.
Several stakeholders are involved at central and regional level. However, the risk is medium as the KRG leadership is strong and coordination mechanisms with the Central government and international organisations have been set up.	M	The risk is medium as the KRG leadership is strong and coordination mechanisms with the Central government and international organisations have been set up.
The existence of numerous EU development instruments may cause a duplication of actions. The EU will continue to ensure coordination between its different services (ECHO, DEVCO, FPI, EEAS and EU MS).	L	At EU level, coordination is on-going between different services (ECHO, DEVCO, FPI, EEAS and EU MS)
The IDP crisis in the country may affect the priorities of the government and the stakeholders and they might be less interested in development projects, focusing exclusively on crisis response and	M	A strong link between humanitarian aid and development assistance will be ensured.

humanitarian relief efforts.		

Assumptions

- The security situation will not deteriorate further.

- 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.

- The current crisis in the country will not affect the priorities of the government and the stakeholders any further. They will work to enhance relief, reconciliation, rehabilitation and development.

- The commitment of the government to provide the necessary resources and infrastructure to carry out the programme's activities.

3. LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES
3.1. Lessons learnt

The beneficiary's ownership is the primary requirement for successful implementation of the action. Therefore, close cooperation with the relevant stakeholders, developed during the design of the action, should be maintained throughout its implementation.

From the previous EU projects managed by British Council and UNICEF[9], additional lessons can be learned: (i) the need to employ qualified local expertise to ensure the sustainability of the action, (ii) the importance 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, 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.

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

Moreover, according to World Bank[10], 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.

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[9] Support to Improving the Quality of Education (British Council) and Improving access to quality basic education (UNICEF)

[10] Kurdistan Region of Iraq, economic and social impact assessment of the Syrian conflict and ISI crisis (KRG and World Bank – 2014)

[ii] weak academic backgrounds, weak retraining programs, and lack of incentives for attending these programmes.

3.2. Complementarity, synergy and donor coordination

Donor coordination aims to align cooperation on national priorities while developing synergy 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 United Kingdom Department for International Development DFID/United Nations Office for Coordination of Humanitarian Affairs 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 other education projects implemented in Iraq. Two education projects have been funded by the EU 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, capacity building of 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 standards for child friendly schools, providing training to supervisors and head teachers, developing the TVET strategy and supporting physical education (sports).
In the area of quality and relevance, UNESCO is currently working on a teacher training programme funded by Qatar. The project concerns mainly the development of the national curricula centre, the training of teachers on the new curricula for mathematics and science, and supporting the General Directorate of Training and Development.
UNICEF, with the support of AusAID, launched a programme on inclusive education. A study on mainstreaming education opportunities for disabled children and youth and early childhood development in Iraq was conducted by the Council for at-Risk Academic (CARA - British NGO). A special training package has been also designed to create a group of inclusive education master trainers at the institute of teacher's education. The programme was stopped due to funding issues.

With funding from UN OCHA Emergency Relief Fund (ERF), Central Emergency Response Fund (CERF), UNESCO Regular Programme, UNHCR, UNESCO has implemented activities such as provision of secondary education to adolescents, literacy training, vocational and life skills training, teacher training on pedagogy and psychosocial support based on the standards developed

by the International Network of Education in Emergencies (INEE), and provision of early childhood education to young children[11].

3.3. Cross-cutting issues

The proposed action addresses 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 the civil society. It also aims to support the development of a modern and inclusive system catering for the education of all children, including refugees/IDPs and children with physical and/or mental disabilities. It is therefore a programme that targets among others, vulnerable groups of the population that have not up to date 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 action will focus on. In Iraq there is evidence of significant disparities between boys and girls in terms of enrolment, dropout, and achievement rates, beginning at primary levels and moving up through the education system. As in many other countries, girl's education in Iraq is influenced by a more complex set of demographic, sociological, cultural, political and economic factors, than male education. 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 programmes.

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

4.1.   Objectives/results

4.1.1. Objectives

Overall objective:

The *overall objective* is to improve the Iraqi education sector.

The *specific objectives* are to:

> 1. Improve the quality and equality of the education system;
> 2. Strengthen the institutional capacities in education administration at central and local level and promote decentralization on education management.

4.1.2 Results

> 1. The quality and equality of the education system is improved;
> 2. The institutional capacities in education administration at central and local level are strengthened and the decentralization of education management is promoted.

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[11] UNESCO's education response to the Syrian refugees and IDPs crises in Iraq March 2015

4.2. Main activities

The action consists of two components, in line with its specific objectives, mentioned in paragraph 4.1.1.

The indicative list of activities to be implemented is the following:

Component 1 - Improve the quality and equality of the education system:
<u>1.1 Analyse the main causes of the gap in enrolment rates and provide a strategic response</u>

1.1.1 Undertake an assessment of the main causes of the gap in enrolment rates, with a focus on girls and children in rural areas.
The analysis will show the main reasons of the low enrolment rate (social, cultural, political) and it will identify possible strategies in order to increase the enrolment rate, in particular for girls and children living in rural areas.

1.1.2 Support the Ministry of Education in implementing the necessary measures to increase the enrolment rate.
On the basis of the outcome of the assessment and the proposed strategy, technical support should be provided to the Ministry of Education in carrying out the necessary measures (adopt new decision, revise the existing legislation) to increase the enrolment rate.

<u>1.2 Building capacity to develop the curriculum and new modernized standards on school counselling</u>

1.2.1 Development and implementation of a new curriculum on human sciences and peace education.
The curricula are at the heart of the learning process. A designed curriculum affects greatly the internal as well as the external efficiency of the system. A new curriculum was developed with UNESCO's assistance in science, math and English language. This action will assist the MoE to continue developing the new curriculum for grade 6 and above. In addition to human sciences and Arabic language, the curriculum shall include a civic and peace educational component. This activity will advocate for the building of peace for sustainable development through the education sector. The objectives of this peace education initiative is to create awareness among learners on the causes of conflicts and how to resolve them amicably and use the classroom as a springboard through which global values of positive interdependence, social justice and cultural diversity are learned and practiced.

1.2.2 Training programs for the teachers and school managers on the new curriculum.
Training sessions and workshops will be delivered for the teachers and school managers in order to understand better the new curriculum.

1.2.3 Creation and adoption of new modernized standards on school counselling sensitive to female education, children with special needs, IDPs, refugees, education for children with Post-Traumatic Stress Disorder (PTSD).
New modernized standards on school counselling sensitive to female education, children with special needs, IDPs, refugees and children with Post-Traumatic Stress Disorder (PTSD) will be initially developed in 3 governorates (Baghdad, Erbil and Basra). If possible, this activity could be also implemented in Dohuk. Student portfolio or student card system can be used as a tool to showcase the achievements of the students.

1.2.4 Training school counsellors and teachers on modern counselling methodologies.

Specific training on modern counselling methodologies will be provided to the school counsellors and teachers with a specific focus on children with disabilities.

1.3 Increase access to education for children with disabilities

1.3.1 Provision of an assessment of the education for children with disabilities.
The objective of this assessment is to gather and analyze information on children with disabilities belonging to the 6-15 years old age group. The assessment will collect baseline information concerning different type of disability (Autism, Deafness, Learning disabilities, Physical disability, Blindness, Language Disorders etc.) and it will identify strengths, challenges and opportunities for education on the basis of the specific needs.

1.3.2 Update the current legislation for special education.
Following the outcome of the assessment, an update on policies and programmes that promote education for children with special needs will be developed in line with the United Nations Convention on the Rights of Persons with Disabilities.

1.3.3 Revision of the curriculum for an inclusive education.
The Ministry of Education will collaborate with the Ministry of Labour and Social Affairs to revise the curriculum in order to promote an inclusive education.

1.3.4 Provision of training for teachers on modern teaching modalities and new curricula.
Once the curriculum for children with disabilities is revised, specific training will be provided to the teachers.

1.3.5 Development of awareness campaigns
Mobilization and awareness campaigns will be launched to encourage parents of children with disabilities to send their children to school and provide support to the specialized centres. Community Education Committees will be formed at each governorate and they will include community members, MoE and MoLSA staff and teachers, who will guide the implementation of the programme and work towards securing the sustainability of the intervention.

1.4 Undertake the evaluation of schools using the standards developed

1.4.1 Develop standards for self-evaluation and external evaluation of schools
These standards will be developed following the process of evaluation started under previous education programmes.

1.4.2 Train the supervisors of teachers and counsellors (inspectors) to conduct the evaluation.
Technical support will also be provided to train inspectors to carry out internal and external evaluations and to build on the outcomes of their evaluation in order to improve the education system.

1.4.3 Carrying out internal and external evaluations in the targeted schools.
The evaluation will be carried out in compliance with the established standards and it will be the basis for assessing the performance of children and teachers, their development needs as well as ensuring that institutions perform to the required standards.

Component 2 - Strengthen the institutional capacities in education administration at central and local level and promote decentralization on education management:

2.1 Improve financial management of the sector as well as human resources policies.
Develop efficient information system management and deconcentration/decentralisation processes.

> 2.1.1 Undertake an assessment of the strengths and weaknesses of the existing database.
>> The statistic system EMIS 2004, created by UNICEF and UNESCO, is outdated; in addition, another system, EMIS2006, was developed by USAID but none of the two systems are fully operational.

> 2.1.2 Develop a new database or update the existing one.
>> The database should be designed to be a management tool for the Ministry, enabling nationwide monitoring and planning related to facilities, human resources, enrolment, student performance, and other information that should provide exhaustive administrative data and surveys when needed, a web-based system that supposed to be accessible to all Directorates of Education (DOE) located across the country.

2.2 Development and implementation of evaluation methodologies for identifying and deliver trainings to the staff in the Ministry of Education.

> 2.2.1 Development of yearly training plan.
>> Support the capacity of the Ministry of Education in developing a yearly training plan for its staff at central and local level.

> 2.2.2 Deliver of trainings to the staff of the Ministry of Education, the governorates and schools.
>> Appropriate training will be delivered on the basis of the yearly training plan.

2.3 Improve the capacity to improve educational delivery at local level

> 2.3.1 Conduct a study on the education management processes.
>> The schools' management capacity at local level is in general weak due to the negative impact of the ongoing conflict and government failure to upgrade the quality of institutional and human resource capacities. A study will be conducted to facilitate the implementation of the new education management process at local level. The study should also take into account the situation of displaced teachers and children.

> 2.3.2 Implement a strategy on organizing and simplifying the education management processes.
>> Once the outcomes of the study are endorsed by all parties, a strategy to re-organize and simplify the education management process will be drafted.

> 2.3.3 Update policies and implement new structures.
>> Following the new strategy on education management process, the existing policies and laws will be reviewed and new structures to ensure an efficient decentralization will be created.

> 2.3.4 Deliver trainings on the new education management processes.
>> The trainings will make the management staff at local level able to carry out the new tasks concerning planning, budget execution and administration.

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 IDPs, have increased the need to provide a quick response to the arising needs in the

education sector. This action complements the 2015 action "Crisis response in the field of primary and secondary education in Iraq", which offers a swift response to the current crisis in Iraq through the provision of basic services to people in need and the rehabilitation of damaged educational infrastructures.

Therefore, the intervention logic strongly relies on bridging short and long support, in order to ensure comprehensive support to the improvement of the education system in Iraq.

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

5. Implementation

5.1. Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country.

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 48 months from the date of entry into force of the financing agreement.

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. Grant: direct award (direct management)

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

The component 1 of the action "Improve the quality and equality of the education system" will be implemented through a direct award.

(b) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to the British Council.

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is justified because a crisis situation is acknowledged in Iraq in line with the Article 189 of Regulation (EU, Euratom) No 1046/2018 .

Furthermore, the British Council has significant experience of delivering large scale education programmes in Iraq, thanks to its dedicated team of professional staff, together with a network of committed consultants (both international and local), who are able to deliver future education programmes in Iraq. The British Council has also excellent relationships and networks with the Ministries of Education at central and regional level, with schools and other educational stakeholders.

(c) Essential selection and award criteria

The essential selection criteria are the 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) Eligibility criteria must be complied with for the entire duration of the grant. Unless sector-specific eligibility rules provide otherwise, if the United Kingdom withdraws from the EU during the grant period without concluding an agreement with the EU ensuring in particular that British applicants continue to be eligible, the British Council will cease to receive EU funding (while continuing, where possible to participate) or will be required to leave the project on the basis of Article 12.2. e) of Annex II of the grant agreement.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for this grant is 96% of the eligible costs of the action.

In accordance with Articles 190 of Regulation (EU, Euratom) No 1046/2018 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.

(e) Indicative trimester to conclude the grant agreement

1st trimester of the 2016

5.3.2. Indirect Management with an International Organisation

Subject in generic terms, if possible	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Component 2: Strengthen the institutional capacities in education administration at central and local level and promote decentralization on education management.	Contribution Agreement	2	2nd trimester of 2019

The component 2 of the action "Strengthen the institutional capacities in education administration at central and local level and promote decentralization on education management." will be implemented in indirect management with UNESCO and UNICEF. UNESCO and UNICEF have already engaged with similar initiatives during the past two years. European Union received an official request from the Iraqi government to continue and support the collaborative efforts of both agencies. The management system EMIS is already piloted by UNESCO and Ministry of education approved the current system. UNICEF is also working on the decentralization component of the education management and approved a success in this field. Beside the work that has been done in this specific component UNESCO and UNICEF are the most experienced and connected education organizations in Iraq. They have the capacity to perform through their several field operational offices.

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 may extend the geographical eligibility in accordance with Article 9(2)(b) of Regulation (EU) No 236/2014 on the basis of the urgency or 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 implementation of this action impossible or exceedingly difficult.

5.5. Indicative budget

	EU contribution (amount in EUR)	**Indicative third party contribution**
Grant: direct award to the British Council	14 000 000	700 000
Contribution Agreement with UNESCO and UNICEF	8 400 000	0
Evaluation & Audit	600 000	0
Communication & visibility	0 (covered by the contracts)	0
Contingencies	0	0
Total	**23 000 000**	**700 000**

5.6. Organisational set-up and responsibilities

The Steering Committee will be the body responsible for the general oversight, policy guidance and monitoring of the Programme. The EU Delegation and the Government will set up joint steering committees, involving all major stakeholders.

5.7. Performance monitoring and reporting
The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner's responsibilities. To this aim, 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 the 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 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.

Indicatively, one contract for evaluation services shall be concluded under a framework contract in the 4th year of the implementation of this action.

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.

Indicatively, one contract for audit services shall be concluded under a framework contract in the 4th year of the implementation of this action.

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.

APPENDIX - INDICATIVE LOGFRAME MATRIX

	Intervention logic	Indicators	Baselines 2015 (or 2014)	Targets (2016,2017,2018	Sources and means of verification	Assumptions
Overall objective: Impact	The overall objective is to improve the Iraqi education sector.	–Number of children benefitting from this action.	- 4.1 million children (51%) are not enrolled in the secondary level education system.	To be defined later by the implementing partners on the basis of the policy dialogue with relevant stakeholders	–Reports from the implementing partners	–The security situation will not deteriorate further. –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. –The current crisis in the country will not affect the priorities of the government and the stakeholders an further. They will work to enhance relief, reconciliation, rehabilitation and development. –The commitment of the government to provide the necessary resources and infrastructure to perform the programme's activities.

Specific objective(s): Outcome(s)	1. Improve the quality and equality of the education system.	–Enrolment rate in primary school (disaggregated by gender and geographical areas);
		–Enrolment rate in secondary school (disaggregated by gender and geographical areas);
		–Number of educational staff trained;
		–Number of children with disabilities who have access to primary and secondary education.
			- Net enrolment ratio in primary education (2013): 98%
			- Net enrolment ratio in secondary education (2013): 49%
			- The 2011 net enrolment ratio in primary education varies between:
			  i. rural and urban areas (77% in rural areas) and
			  ii. governorates (81% in Maysan, Wassit, Muthanna; 95% in Suleymaniyah, Dohuk, Kirkuk).
			- The ratio of girls to boys in 2011 in secondary education is: 85%.
				To be defined later by the implementing partners on the basis of the policy dialogue with relevant stakeholders	–Reports from the implementing partners;
					–Training session reports and attendance list;
					–Questionnaires at the end of the trainings.
					–MoE's statistical data.	

	2. Strengthen the institutional capacities in education administration at central and local level and promote decentralization on education management.	–Number of training sessions delivered in particular at centralised and decentralised leadership level. – Number of laws, procedures and decisions amended or adopted to strengthen the administration and to promote the decentralization process.				

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Outputs	1.1 Analyse the main causes of the gap in enrolment rates and provide a strategic response.	−Enrolment rate in primary school (disaggregated by gender and geographical areas); −Enrolment rate in secondary school (disaggregated by gender and geographical areas).	Additional baselines will be defined at later stage by the implementing partner through the support to domestic statistics foreseen by Component 2 of this action.	To be defined later by the implementing partners on the basis of the policy dialogue with relevant stakeholders	−Reports from the implementing partners; −MoE's statistical data.
	1.2 Building capacity to develop the curriculum and new modernized standards on school counselling.	−Curriculum and modernized standards on school counselling developed.			−Reports from the implementing partners; −MoE's statistical data.
	1.3 Increase the access to education for children with disabilities.	−Enrolment rate of people with disabilities.			−Reports from the implementing partners; −MoE's statistical data.
	1.4 Undertake the evaluation of schools using the standards developed.	−Number of evaluation of schools undertaken.			−Reports from the implementing partners; −Evaluations.
	2.1 Improve financial management of the sector as well as human resources policies. Developefficient information system management and deconcentration/decentralisation processes.	− Establishment of a new or revised database. −Number of trainings on data collection management.	- Share of education expenditures within the budget (2015): 8% (8.7 Bio USD). - Share of education investment expenditures within the investment budget (2015): <1% (0.1 Bio USD), execution rate: 76%. Additional baselines will be defined at later stage by the implementing partner through the support to domestic statistics foreseen by		−Training session reports and attendance list; −Questionnaires at the end of the trainings.
	2.2 Development and implementation of evaluation methodologies for identifying and delivering training to the staff in the Ministry of Education.	−Yearly training plan drafted and implemented by the Ministry of Education		To be defined later by the implementing partners on the basis of the policy dialogue with relevant	−Feedback from the Ministry of Education −Training session reports and attendance list; −Questionnaires at the end of the trainings.

	2.3 Improve capacity to improve educational delivery at local level.	−Number of laws, procedures and decisions amended or adopted to strengthen the administration and to promote the decentralization process.	Component 2 of this action.	stakeholders	−Reports from the implementing partners; −Feedback from the Ministry of Education.