

Developing New Iraqi Curricula Project Document

Paris Conference Recommendations:

*The State of Iraq and international partners need to take urgent measures to increase **quality of education** by developing new Iraqi Curricula.*

Title of Proposed Project/Programme:	Developing new Iraqi Curricula
Duration:	60 Months
Target Beneficiaries:	Direct: Students, teachers, MOE educational specialists – nationwide (Baghdad and Kurdistan). Indirect: The Iraqi community at large.
Implementing Partners:	UNESCO, MOE, MOHE
Total Budget US\$:	US\$ 4,926,631

I. Situational Analysis:

Curriculum documents are out dated, and even for representative of education authorities in Iraq it is not clear when they were elaborated, by whom and how well are they known in the country and used as reference documents for daily-school practice.

Education practices in schools are obsolete; they are teacher- and subject-focused and not learner-centred and student-friendly. Teachers have been poorly paid and they have had no real chance to upgrade and modernize their teaching and learning strategies in order to be able to use active methodologies in combination with valuable traditional classroom practices. In the absence of a new curriculum, stating the main orientations for quality teaching and learning and addressing practical ways to improve quality of primary and secondary education, teachers cannot introduce new education practices to schools and classrooms only based on slightly revised textbooks, as is the case at present. The new curriculum is also seen as being crucial for the education of children and youth as open-minded, tolerant and respectful human beings that are able to approach differences constructively and participate effectively and successfully in today's world.

Efforts to renew the curriculum and curriculum documents have to be of course accompanied by efforts to improve education resources and facilities, along with improving living standards and security significantly.

Since the fall of the former regime in 2003, the Iraqi education system has been the focus of substantial efforts by international agencies, aimed at reviewing and revising the curricula and textbooks in use. Voices calling for reconnecting Iraqi Educational system to today's development while preserving the Iraqi cultural identity through curricula are clearly audible. Iraqi curriculum and textbooks are now out dated and this is the major problem facing the education system in Iraq because it leads to decrease the impact of most educational interventions and initiatives that have been focusing on the provision of the physical educational resources (such as furniture, instructional equipment, etc.) and capacity building programs.

Any attempt at reforming the education system in Iraq cannot afford to ignore curricula due to its role in shaping Iraqi students' general world views and their perceptions of themselves and 'others'. In a country with a diverse population like Iraq, curriculum reform is a sensitive issue against the domestic diversity in religious and ethnic groups comprising Iraqi society. Thus, the Iraqi Ministry of Education recognizes the need for rebuilding school curriculum and textbooks and requested support from UNESCO to gain international support and experiences in developing the school curriculum.

II. The Proposed Project

The main goal of the proposed project is to provide a comprehensive revision of Iraqi curriculum for general education levels based on stock taking of existing achievement and needs and the setting up of a general curriculum framework and guidelines for quality syllabus and learning materials (such student textbooks, workbooks, teachers guidebooks, e-Learning materials, etc.). The project will be consistent with the Iraqi Education philosophy and objectives defined in 2006 and endorsed in 2008. Moreover, it will take into consideration the fact that colleges of education will be impacted by the project and that the schooling system is different in Kurdistan.

2.1 Main Objective(s):

The general aim of this project is to contribute to modernization and reconciliation in Iraq society through rebuilding the Iraqi school curriculum and textbooks.

The specific objectives of the project are as follows:

1. Assess the current curriculum according to international standards and identify needs and possibilities to improve learning strategies and outcomes.
2. Develop national awareness and understanding for the project objectives and plans.
3. Develop the capacity of curriculum developers, authors, teachers, school supervisors, and schoolmasters regarding the development and implementation of the new curriculum (up-dated scientific content, modern educational / teaching concepts, methodologies and techniques as well as globally agreed on human rights and democracy values and evaluation), based on field testing and piloting.
4. Strengthen the institutional support structures at the centre and regional levels.
5. Support rebuilding the Iraqi curriculum based on developing a comprehensive curriculum framework, as well as syllabuses, and learning materials (student textbooks, workbooks, teachers' guidebooks, e-Learning materials, etc.).
6. Deploy and implement the new curriculum.

2.2 Expected Outcomes:

1. National capacity developed to improve quality of primary and secondary education provided in Iraq, through institutionalized and efficient systems of producing research-based curricula and all related instructional materials up to international standards
2. MoE staff and educational experts trained in reviewing and developing curricula. Current curriculum assessed, new curriculum framework developed, and endorsed by MoE, according to international standards and Iraqi needs. .
3. Develop New curricula, textbooks and materials developed that align with new curriculum framework, the new piloted curricula, student books, teacher guides and student activity books. Pilot New curricula. .
4. The Iraqi National Curricula Centre is established and functions as the institution which provide all support, resources, training and expertise to ensure good quality and up to the standards curricula and instructional materials for all general education grades and subject matters. Piloting samples of unit models of new the curricula and teaching materials in selected pilot schools in all parts of Iraq.

2.3 Activities:

To achieve these expected outputs, the proposed intervention will be based on the below activities:

2.3.1 Needs assessment

- Defining the status and needs of the Iraqi curricula and textbooks through a workshop / conference with the participation of 15 MOE educational experts and international / external experts.
- Assessing the current math and science Iraqi curriculum and identify the status and needs of the Iraqi curriculum.

2.3.2 Capacity Building

- Developing training schemes for Iraqi curriculum experts, senior teachers and textbook authors;
- Building the capacity of 120 MOE educational experts (members of the authoring and revision committees) on modern teaching methodologies and techniques as well as writing and designing textbooks and evaluation methods through 21 days' workshops;
- Building the capacity of 120 MOE educational experts (members of the authoring and revision committees) on promoting globally agreed human, social and national values such as: democracy, peace building, gender equality, accepting others...etc. and the concept of national identity through a 10 days' workshops;
- Building the capacity of 36 MOE educational experts (heads of authoring committees) through a 7 days' workshop / field visit;
- Conducting training workshops for teachers from selected pilot schools in all parts of Iraq selected to implement the revised curricula and teaching materials, facilitated by a team of Iraqi and external experts.

2.3.3 Establishment of an Educational Resource and Training A National Curriculum Development Centre for Iraq (INCC)

- Conducting a feasibility study for establishing the INCC
- Upon the approval of the feasibility study ,support the Iraqi in the establishment process of INCC
- Establishing an up to the standard curriculum development methodology.
- Supporting the Iraqi in establishing all systems needed for INCC to function well.
- Procuring physical resources (technical equipment, library references, ICT facilities);
- Establishing a library that contains a comprehensive collection of curricula and textbooks from Iraq and other Arab/foreign countries as well as an up to date collection of educational literature in Arabic and English;
- Compiling, collecting and purchasing lists of sets of books recommended by experts;
- Collecting textbooks;
- Purchasing books;
- Developing online library catalogue.

2.3.4 Development of new curricula and learning materials

- Developing math and science curriculum frameworks (syllabuses) for grades 1-12.
- Developing up to the standard curriculum development process.
- Developing practical guidelines for each step of the curriculum development process
- Developing ready camera copy of the instructional materials for grades 1-6.
- Developing a unit model for all math and science instructional materials for grades 7-12.
- Formulating recommendations for the writing of new curricula and textbooks based on the experiences from the training workshops;
- Developing blueprints for new textbooks and curricular models (Science, Maths, Geography, History, Civics) for selected classes in primary, intermediate, and secondary schools, conducted by 5 teams (each one responsible for one discipline) comprised of Iraqi and external experts;
- Implementing Piloting revised curricula and teaching materials in selected pilot schools in all parts of Iraq, conducted by MOE;
- Conducting classroom observation including videotaping as well as interviews with teachers and students;
- Writing pilot school-based implementation reports;
- Evaluating implementation of project results in pilot schools, conducted by a team of Iraqi and external experts, based on pilot schools reports, interviews with teachers and students and on videotaped classroom observations;
- Generating a comprehensive final project report that will assess and evaluate the various phases of the project, its activities and outputs;
- Presenting the project results in an international conference organised for this purpose.

2.4 Implementation strategy

In order to ensure effective implementation of the revised curriculum, a participatory approach will be underpinning all phases of the project within aim to balance top down and bottom up approaches. Thus, an important dimension of the project will be addressing capacity building of curriculum developers, school supervisors and teachers.

The project is designed to reconnect Iraqi Educational system to today's development while preserving the Iraqi cultural identity. In doing so, it will link to already achieved capacity building efforts whereby a number of university professors were trained and sent on fellowships on last years UNDG Trust Fund project that could serve as trainers in this project. This team would serve as a resource team as well in revising the math and science.

As the newly revised subjects are meant to form a coherent package of curriculum for multi-modal delivery it is essential that the math and science subject materials be developed in a consistent manner. Sufficient flexibility to suit the particular content of each subject will be given, but each must fit into the overall structure of the new curriculum.

Project implementation in Iraq will be carried out through locally recruited staff, under the supervision of UNESCO Iraq Office.

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

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

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

MoE expected roles will be the establishment of an Iraqi Curriculum development Center (building and rehabilitation works, if needed), production of school textbooks and related training materials and production of posters.

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

2.5 Implementing partners

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

The different partners in this project will support the MOE in Iraq's Central Government and KRG, and the local education directorates. Specifically, partnership efforts will be geared to further support the batch of trained core teachers trainers and university professors who were involved in the previous TOT UNESCO funded fellowship project.

III. Management, Responsibilities and Coordination Arrangements

3.1 UNESCO Iraq Office:

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

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

3.2 Iraqi Ministries:

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

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

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

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

3.3 Steering Committee:

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

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

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

For UNESCO

- Director UNESCO-Iraq
- Education Sector representative

- Director of the Cooperation with extrabudgetary funding sources

For Her Highness Office/EAA:

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

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

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

IV. Analysis of risks and assumptions, potential risks, consequences and proposed solutions

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

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

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

The Proposed measures to minimize risk impact are:

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

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

- Solid agreement between the Iraqi government and UNESCO regarding the carrying out of the project based upon a commonly-agreed work plan;

- Establishment of a project Steering Committee involving local and international partners;
- Development of a consensual work plan that should reflect the project ownership by the Iraqi ministry of Education, education partners and stakeholders;
- Strong & reliable monitoring and evaluation strategies;
- Timely mobilisation of the international technical assistance and timely logistic/administrative arrangements;
- Flexible back-up strategies to respond to unexpected events

V. Monitoring, Evaluation and Reporting

5.1 Monitoring

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

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

5.2 Reporting

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

5.3 Evaluation

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

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

VI. Results Framework

The overall goal of this project is to contribute to modernization and reconciliation in Iraqi society through rebuilding the Iraqi school curriculum and textbooks. The specific objectives however are mainly to assess the current curriculum according to international standards and identify needs and possibilities to improve learning strategies and outcomes, and to develop national awareness and understanding for the project objectives and plans, upon developing the capacity of curriculum developers, authors, teachers, school supervisors, and schoolmasters and upon up-dating scientific content, modern educational / teaching concepts, methodologies and techniques, and after incorporating globally agreed on human rights and democracy values, based on field testing and piloting.

For strengthening the institutional support structures at the centre and regional levels, the project will establish an Educational Resource and Training Centre for Iraq to ensure continuous and long-term capacity building for Iraqi curriculum experts and textbook authors in all disciplines. The project will also support rebuilding the Iraqi curriculum and implement it nationwide, based on developing a comprehensive curriculum framework, as well as syllabuses, and learning materials (student textbooks, workbooks, teachers' guidebooks, e-Learning materials, etc.).

To achieve the above, the proposed intervention will be based on four categories of activities. One of these categories is a needs assessment for defining the status and needs of the Iraqi curricula and textbooks through a workshop with the participation of 15 MOE educational experts and international or external experts.

Capacity building is another category which will entail developing training schemes for 80 Iraqi curriculum experts, senior teachers and textbook authors, and members of the authoring and revision committees, on modern teaching methodologies and techniques as well as writing and designing textbooks and evaluation methods through 21 days' workshops, and another set of 10 day workshops for another 80 MOE educational experts (members of the authoring and revision committees) on promoting globally agreed human, social and national values such as: democracy, peace building, gender equality, accepting others...etc. and the concept of national identity. Similar 7 day workshops and field visits will be undertaken also to build the capacity of 20 MOE educational experts (heads of authoring committees), while a series of training workshops will be conducted for teachers from selected pilot schools in all parts of Iraq selected to implement the revised curricula and teaching materials, facilitated by a team of Iraqi and external experts.

Establishing an Educational Resource and Training Centre for Iraq, will come under a third institutional building category for procuring physical resources such as technical equipment, library references, ICT facilities, and establishing a library that contains a comprehensive collection of curricula and textbooks from Iraq and other Arab/foreign countries as well as an up to date collection of educational literature in Arabic and English. The Resource centre will also be responsible for compiling lists of books recommended by experts, collecting textbooks and purchasing books as well as developing online library catalogue

The fourth category will involve the development of new curricula and learning materials based on recommendations formulated for the writing of new curricula and textbooks based on the experiences from the training workshops, and based on developing blueprints for new textbooks and curricular models, the MOE will implement the revised curricula and teaching materials in selected pilot schools in all parts of Iraq.

To monitor the progress and impact of the new curricula, classroom observation will be conducted including videotaping as well as interviews with teachers and students, and documented through writing implementation reports on evaluating the implementation of project results in pilot schools, to be conducted by a team of Iraqi and external experts. A comprehensive final project report will be generated to present the project results in an international conference organised for this purpose.

Below is the revised results matrix

Results Matrix

	Indicator	Baseline (2010)	Baseline / Milestone Achieved (2013)	Target (2014)	Means of Verification	Assumptions
PROJECT OUTCOME						
National capacity developed to improve quality of primary and secondary education provided in Iraq, through institutionalized and efficient systems of producing research-based curricula and all related instructional materials up to international standards	<p>(i) Examples of improved curriculum development processes, policies, or structures being systematically implemented.</p> <p>(ii) MoE institutionalized curriculum development and made plans to review other subjects.</p> <p>(iii) Review and approve # of syllabuses revised according to the standards set by INFC</p> <p>(iv) Indicate # of student books, teacher guides and activity books revised and approved.</p> <p>(v) Indicate % of schools / teachers using improved curriculum</p> <p>(vi) Quantity of additional contributions allocated to curriculum development.</p>	<p>(i) Iraqi concept of curriculum is mainly textbook; Textbooks are content-oriented; Insufficient guidelines for developing new curriculum</p> <p>(ii) Process of curriculum development is not institutionalized (no curriculum framework, syllabuses, guidelines, content standards are available)</p> <p>(iii) No syllabuses available up to the standards exist, but 10 math and science syllabuses are in process of drafting</p> <p>(iv) No textbooks revised according to well respected standards</p> <p>(v) 0 schools / teachers using improved curriculum</p> <p>(vi) No contributions made</p>	<p>(i) Textbook authors have revised their current curriculum, using the curriculum framework and the teacher training materials developed (active learning approach). They have started requesting workshops related to the new methodology, such as assessment within curriculum. INCC feasibility study conducted.</p> <p>(ii) National curriculum framework and practical guidelines for developing syllabuses in place</p> <p>(iii) No syllabuses available</p> <p>(iv) 12 developed student books (grades 1-6) and 8 unit models (grades 7-12), all in line with the standards set in the INFC.</p> <p>(v) 0 schools / teachers using improved curriculum</p> <p>(vi) 0 contributed by MOE for instructional material development and training</p>	<p>(i) INCC get established with updated management systems, well selected and trained staff, well equipped with main equipment and resources, clear policies and standards, and well established curriculum development process</p> <p>(ii) Curriculum development process are well established and institutionalized.</p> <p>(iii) National curriculum framework as well as math and science curriculum framework (syllabuses) are ready and in use</p> <p>(iv) 12 developed student books, 12 teacher guides, 12 activity books (grades 1-6) and 24 unit models (grades 7-12) science model units for grades 7 to 12, all in line with the standards set in the INFC.</p> <p>(v) 680 school teachers trained on using the new instructional materials and use the new curriculum</p> <p>(vi) USD 500,000 contributed by MOE to develop the new instructional materials</p>	<p>(i) Project reports; evaluation reports</p> <p>(ii) Project reports; evaluation reports; MoE curriculum development plans</p> <p>(iii) Project reports; evaluation reports</p> <p>(iv) Project reports; evaluation reports</p> <p>(v) Project reports; evaluation reports</p> <p>(vi) Project reports; evaluation reports</p>	<p>Security situation improves;</p> <p>No major changes of focal point or national staff</p>

	Indicator	Baseline (2010)	Baseline / Milestone Achieved (2013)	Target (2014)	Means of Verification	Assumptions
PROJECT OUTPUTS						
1. MoE staff and educational experts trained in reviewing and developing curricula	(i) Train math and science curriculum specialist and educational experts trained in reviewing and developing curricula (ii) Indicate % of trained math and science curriculum specialists who effectively apply new methodology in textbook revision and development . (iii) % of trained specialists who understand and knowledge how to design curriculum in order to satisfy student and market needs.	(i) 0 of math and science curriculum specialists and educational experts trained in reviewing and developing curricula (ii) 0 trained math and science curriculum specialists who apply the new methodology in revising their current textbooks . (iii) 0 trained math and curriculum specialists who understand how to design curriculum in order to satisfy student and market needs.	(i) 130 of math and science curriculum specialists and educational experts trained in reviewing and developing curricula (ii) 70% of trained math and science curriculum specialists have applied the new methodology in revising their current textbooks . (iii) 50 % trained math and curriculum specialists who understand how to design curriculum in order to satisfy student and market needs.	(i) 250 of math and science curriculum specialists and educational experts trained in reviewing and developing curricula (ii) 90% trained math and science curriculum specialists who apply the new methodology in revising their current textbooks . (iii) 90% trained math and curriculum specialists who understand how to design curriculum in order to satisfy student and market needs.	(i) Training records (ii) face to face interviews, document analysis and comparison of 2013 textbooks with 2011, sample survey (iii) face to face interviews, document analysis and comparison of their 2013 product with 2011,	Security situation improves; No major changes of focal point or national staff

	Indicator	Baseline (2010)	Baseline / Milestone Achieved (2013)	Target (2014)	Means of Verification	Assumptions
2. Current curriculum assessed , new curriculum framework developed, and endorsed by MoE, according to international standards and Iraqi needs	<p>(i) % of teachers, principals, supervisor ,educators and other stakeholders who show an increased understanding of how the new national curriculum framework functions</p> <p>(ii)Assess # of current curriculum and textbooks assessed according to international standards</p> <p>(iii) % of curriculum specialists who use the new national curriculum framework as main reference for developing other related curriculum syllabuses and instructional materials</p>	<p>(i) 0 of teachers, principals, supervisor ,educators and other stakeholders who aware of the new national curriculum framework functions</p> <p>(ii) 0 of current curriculum and textbooks assessed according to international standards</p> <p>(iii) 0 of curriculum specialists who use the new national curriculum framework as main reference for developing other related curriculum syllabuses and instructional materials</p>	<p>(i) 50 % of teachers, principals, supervisor ,educators and other stakeholders who aware of the new national curriculum framework functions</p> <p>(ii) 10 of current curriculum and textbooks assessed according to international standards</p> <p>(iii) 30% of curriculum specialists who use the new national curriculum framework as main reference for developing other related curriculum syllabuses and instructional materials</p>	<p>(i) 80%of teachers, principals, supervisor ,educators and other stakeholders who aware of the new national curriculum framework functions</p> <p>(ii) 36 of current curriculum and textbooks assessed according to international standards</p> <p>(iii)70% of curriculum specialists who use the new national curriculum framework as main reference for developing other related curriculum syllabuses and instructional materials</p>	<p>(i) sample survey and project reports</p> <p>(II)project report, assessment reports ,interviews and document analysis</p> <p>(iii)interviews, document analysis and sample survey</p> <p>(iv)interviews, document analysis and sample survey</p>	<p>Security situation improves;</p> <p>No major changes of focal point or national staff</p>

	Indicator	Baseline (2010)	Baseline / Milestone Achieved (2013)	Target (2014)	Means of Verification	Assumptions
3	Develop New curricula, textbooks and materials developed that align with new curriculum framework, the new piloted curricula, student books, teacher guides and student activity books	<p>(i) Develop and approve # of math and science curriculum syllabuses and practical guides that aligned with INFC.</p> <p>(ii) Indicate # of trained curriculum specialists who show mastery in developing student, teacher and activity books</p> <p>(iii) Approve # of developed student books, teacher guides, activity books and unit models in line with INCF and syllabuses</p> <p>(iv) Approve % of new developed unit models and textbooks which align with INFC.</p>	<p>(i) 12 developed math and science curriculum syllabuses 12 practical guidelines</p> <p>(ii) 130 trained curriculum specialists on the skills of developing student, teacher and activity books according to the standards set in the INFC.</p> <p>(iii) 8 of developed unit models, and one student, teacher and activity books for grade one in line with INCF and syllabuses</p> <p>(iv) 50% of international standards satisfied by the new developed unit models and textbooks.</p>	<p>(i) 12 developed math and science curriculum syllabuses 25 practical guidelines</p> <p>(ii) 250 trained curriculum specialists on developing student, teacher and activity books according the standards set in the INFC.</p> <p>(iii) 24 developed unit models (grades 7-12), 12 student, 12 teacher and 12 activity books for grades 1-6</p> <p>(iv) 80% of international standards satisfied by the new developed unit models and textbooks.</p>	<p>(i) project reports and document analysis</p> <p>(ii) Training records and sample survey interviews</p> <p>(iii) project reports, interviews and document analysis</p> <p>(iv) focus group, document analysis and interviews</p>	Security situation improves; No major changes of focal point or national staff
4	Pilot New curricula.	<p>(i) 0 piloted unit models and textbooks.</p> <p>(ii) 0 of quality international standards met in the piloted student books, teacher guides and activity books.</p> <p>(ii) no rating yet</p> <p>(ii) % of teacher ratings of selected aspects of the piloted instructional materials (met all the standards most, average and poor).</p>	<p>(i) 0 piloted unit models and textbooks.</p> <p>(ii) 0 of quality international standards met in the piloted student books, teacher guides and activity books.</p> <p>(ii) no rating yet</p>	<p>(i) 24 piloted unit models and textbooks and 12 student textbooks</p> <p>(ii) 80% of quality international standards met in the piloted student books, teacher guides and activity books.</p> <p>(ii) Teacher ratings of selected aspects of the piloted instructional materials are average and more</p>	<p>(i) Document analysis, interviews and observation</p> <p>(ii) piloting reports, sample survey and observation</p> <p>(iii) Project reports</p>	Security situation improves; No major changes of focal point or national staff

	Indicator	Baseline (2010)	Baseline / Milestone Achieved (2013)	Target (2014)	Means of Verification	Assumptions
5. The Iraqi National Curricula Centre is established and functions as the institution which provide all support, resources, training and expertise to ensure good quality and up to the standards curricula and instructional materials for all general education grades and subject matters.	(i) % of effectively trained staff and managers. (ii) Measure effectiveness of furnishing . (III) % of needed systems in place (iv)%of satisfied parents, students, teachers and supervisors with INCC products	(i) 0 trained staff and managers of INCCF cadre (ii) 0 provided equipment, resources, IT and furniture. (III) 0 of needed systems are in place (iv)0 satisfied parents, students, teachers and supervisors with INCC products	(i) 20% of trained staff and managers of INCCF cadre (ii) 0 provided equipment, resources, IT and furniture (III) 0 of needed systems are in place (iv)0 of satisfied parents, students, teachers and supervisors with INCC products	(i) 90% of trained staff and managers of INCCF cadre (ii) 100 provided equipment, resources, IT and furniture . (III) 100%of needed systems are in place (iv)80% satisfied parents, students, teachers and supervisors with INCC products	(i) interviews ,sample survey and project reports (ii) checklist, project reports and observation (iii) interviews, observation and project report (iv) Training records	Security situation improves; No major changes of focal point or national staff

VII. Overall budget distribution through overall project duration:

Budget Category	Total Budget US\$	ESTIMATED UTILIZATION OF RESOURCES US\$					
		2010	2011	2012	2013	2014	2015
1. PERSONNEL and Experts	1,615,999	155,021	262,949	185,070	383,118	553,341	76,500
2. CONTRACTS	837,151	90,647	90,383	163,322	113,195	364,605	15,000
3. TRAINING (Including Travel and DSA cost for participants)	849,220	34,384	52,931	14,608	307,297	430,000	10,000
4. EQUIPMENT	824,020	4,969	2,586	2,036	2,377	812,052	
5. TRAVEL	142,100	9,832	31,945	21,606	34,499	34,217	10,000
6. PROGRAMME/PROJECT SUB-TOTAL	4,268,491,	294853	440,749	386,643	840,486	2,194,215	111,500
7. MISCELLANEOUS (Should Not Exceed 3% of BL 6)	46,630	3,682	15,905	5,487	3,000	13,556	5,000
8. SECURITY (Should Not Exceed 2% of BL 6)	44,730	0	23,609	5,027	978	10,116	5,000
9. AGENCY MANAGEMENT SUPPORT COST (Should not Exceed 13% of BL 6 + BL7)	566,781	38,810	62,440	51,630	109,780	288,325	15,795
10. PROGRAMME/PROJECT BUDGET TOTAL	4,926,631	337,345	542,747	448,787	954,244	2,506,212	137,295

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

		2014				2015
Activities		Q1	Q2	Q3	Q4	Q1
1.1.1	Train curriculum specialist and education experts on developing Math and Science syllabuses and other subjects.					
1.1.2	Train curriculum specialists on the skills of developing practical guidelines for writing instructional materials in reference to the syllabuse and curriculum framework					
1.3.1	Train curriculum specialists and education experts on developing math and science instructional materials					
1.3.2	Train curriculum specialists on active learning, teaching , assessment strategies and textbook design					
1.3.3	Develop math, general science, physics, chemistry and biology syllabuses					
1.3.4	Develop math and science unit models (chemistry,biology and physics) for grades 7-12					
1.3.5	Develop math and science student books ,teacher guides and activity book for grades 1-6					
1.4.1	Train national experts,supervisors and teachers on the process of piloting the unit models					
1.4.2	pilot instructional materials and unit models model					
1.5.1	Finalize and get the INCC feasibility study approved					
1.5.4	Train INCC managers and administrators on managing curriculum development programs					
1.5.5	Establish e-learning unit within INCC					
1.6.1	Identify key accomplishments, focal areas, sustainability issues and unmet needs.					

1.6.2	Develop jointly with MOE and INCC counterparts a handover plan as well as a continuation teacher training workplan and implementation					
1.6.3	Handover the project to MOE/INCC					
1.6.4	project ending ceremony for the handover of curriculum documents (soft and hard) ,established INCC and e-learning center in partnership with MOE					
1.7.1	Train curriculum specialist and education experts on developing math and science syllabuses					
	Monitoring and evaluation of CD project progress toward its objectives					
	Final Evaluation					