1. EXECUTIVE SUMMARY

Communities in Iraq have been negatively affected by the conflicts that have been pervasive over the last two decades. Countless children and youth have become disconnected from formal schooling for reasons such as displacement, degradation of learning facilities, and reductions in household income. Youth who are in schools have seen the quality of education decline as a result of challenges such as reductions in government allocations to the education sector and a loss of quality teaching staff due to displacement. Marginalized populations, such as internally displaced persons (IDPs), girls, and children living with disabilities (CLWD), have found that the conditions needed to support their engagement in education, such as remedial classes, separate latrines, and the creation of safe learning environments, are often missing.

The International Rescue Committee (IRC), a global leader in child and youth protection and development programming, has implemented activities in schools in Iraq targeting over 70,000 school-age beneficiaries and their communities since 2003. The IRC's education program, with the support of AusAID and other donors, has fostered strong links with communities and national partners in an effort to effectively reach these conflict-affected children and youth. The IRC currently works in 12 of Iraq's 18 governorates enhancing access to and the quality of education available for the most vulnerable students. These efforts have been complimented by IRC programming in the sectors of women's health and empowerment, water and sanitation, and protection.

The proposed project will continue this work in Iraq with the goal of increasing access to quality educational opportunities in learning environments that are safe and healing for marginalized children and youth affected by conflict in the target project districts (Karkh and Rusafa in Baghdad and the contested areas of Northern Iraq, including parts of Dohuk and Erbil governorates). Promoting the needs of girls will be a key focus of the project – with a special emphasis on addressing issues of violence against women. To achieve this goal, the IRC and its implementing partners will focus on the following three objectives:

(1) Improving **_access_** to education and learning opportunities for marginalised children and youth by constructing and/or rehabilitating learning spaces in 30 schools in the target project districts. This objective is expected to benefit approximately 7975 students – of which 77% will be girls.
(2) Improving the **_quality_** of education through the provision of teacher training programs to a total of 434 teachers in the 30 target schools (this includes training for 120 teachers through an intensive teacher training program, 240 teachers through Teacher Learning Circles (TLCs), 46 Accelerated Learning Program (ALP) teachers and 28 remedial class teachers). The intensive teacher training will be based on the successful IRC Healing Classrooms pedagogy, which will be integrated with early grade reading techniques to create safe, healing, and effective learning environments. Sixty percent (60%) of teachers trained will be female.
(3) Improving educational **_governance_** and community support for inclusive, learner-centred education through training of 90 PTA members and 13 Government Education Advisors from the MoE in Participatory Community Action Planning (PCAP) approaches. Activities under this objective will focuses on increasing the capacity of PTA members and the communities they serve to demand and support inclusive, learner-centred education – and to recognise the specific learning needs of marginalised children and youth. Thirteen (13) Government Education Advisors from the MOE will participate in the trainings to enable them to support the work of the PTAs in their respective schools.

To achieve the project objectives, the IRC requests a total of AUD 2.49 million over the course of 16 months; total funds include AUD 71,527 in sub-grant support to national partnering non-government organizations (NGOs).

In total, it is anticipated that the project will reach **9,619 beneficiaries –** 7,975 of whom will be students and the remainder of whom will be teachers, parents, community members and government officials. Nearly 60% of the total beneficiaries will be female. Many thousands more beneficiaries will be reached indirectly.

Partnerships will play a key role in the success of the project. AusAID will be involved as both a fiduciary and technical partner in the project, and regular programming updates will be provided to inform AusAID of progress to date and seek feedback on performance. Local NGO partners will also contribute to the value of the program. The IRC will work with the Women's Empower Organization (WEO) and Iraqi Al-Mortaqa Foundation in enhancing gender equity, preventing violence against girls and promoting inclusive education for CLWD. These organizations' established identities and specific technical expertise will enhance the contextualized value of the proposed programming interventions. Effective involvement with government officials, who will both facilitate and benefit from the project, will also be a critical aspect of the project's success. Finally, open and transparent communication with the primary beneficiaries of the project, including teachers, children, school administrators, community members, and parents, will ensure buy-in, investment and active contributions and participation.

2. ANALYSIS AND STRATEGIC CONTEXT

2.1 Country and Sector Issues
Iraqi children and youth once benefitted from one of the better education systems in the Middle East. Between 1965 and 1969 nearly two-thirds of Iraq public sector expenditure (PSE), or 63%, was devoted to education.[1] [i] This commitment began to decline under Saddam Hussein's regime, such that by 1990, the PSE for education had dropped to 38%.[ii] Much of Hussein's regime saw violence and resultant sanctions, with conflict and its various costs contributing greatly to the degregation of the Iraqi education system. The Iraqi education system under Hussein's control was used as a means for distributing propaganda and for state-building. Funding originally allocated to the education system was re-slated, presumably for military expenditure. Lack of funding led to a decreased ability for technical and administrative staff to travel abroad, engage in conferences or study trips, or continue building libraries of new content and methodologies in teaching.[iii] This contributed to a more easily controlled education system, wherein rote teaching styles and curriculum that was focused on serving the Hussein dictatorship could be perpetuated.

By the early 2000s, the education system was catering to an estimated total population of 25 million, approximately 97% of which is Muslim and 3% of which is Christian. Although Arabic is the official language of Iraq, with approximately 75% speaking it as their mother tongue, the Kurdish nation in northern Iraq has adopted Kurdish as their official language. The language of instruction in central and southern Iraq is Arabic, while in northern Iraq Kurdish is used in instruction in the majority of schools

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[1] The nation of Kurdistan in northern Iraq has its own Ministry of Education (MoE), headquartered in Erbil, separate from the MoE which oversees education in southern and central Iraq, which is headquartered in Baghdad. Note that aggregate statistics cover both Kurdistan and southern and central Iraq.

(excluding only a handful of Arabic schools for students displaced by violence in the central and southern regions).[iv]

The tone of the Hussein era curriculum pointed to a focus on education about and for Hussein's Ba'ath Party and its principles. For example, references to militarization supplanted those about civic education.[v] Re-conceptualizations of the Gulf War and references to Hussein as a visionary and beneficial leader can be found. [vi] The rapid transition that occurred as a result of the overthrow of the Hussein regime in 2003 led to a massive upheaval in the management of the Iraqi education system, including its curriculum, which was to be revised to remove polarizing and discriminatory concepts. Curriculum reform in Iraq has led to changes in many of the core subjects, the introduction of the English language at an earlier age, and the introduction of new concepts like citizenship education and human rights education.[vii]

Kurdistan and Central/Southern Iraq
Two major nations comprise the Iraqi state: the Kurdish Regional Government (KRG) to the north, comprised of the Kurdish minority, and Iraq in the central and south, comprised of the Arabic majority. Tensions between these two groups can be traced to the construction of the Iraqi state by the British Empire in early 1900s, which saw Kurdish populations and Arabic populations brought into one state.[viii] The Hussein regime's ill treatment of the Kurdish minority created tensions and in 1991, a no-fly zone established by the UN created a greater physical and economic boundary between the two nations, contributing to an increase in Kurdish autonomy, including its oversight of education. This enabled the Kurdish authorities to lessen references to the Hussein regime within school curriculums.[ix]

Education Policy Framework
In its National Plan for Education (2010-2014), the Government of Iraq forecasts that by 2014, a total of 133,000 children will be enrolled in kindergarten, 989,088 in primary school, and 1,847,112 in secondary school. Because of this increase in enrolment, the shortage in school buildings has increased from 25% to 30% since 2004. To compensate, approximately 35.8% of primary schools and 42.1% of secondary schools work in double-shifts. 4.5% of primary schools and 3.4% of secondary schools provide triple shifts[x]. More than 220,000 school-aged children have been displaced from their homes since early 2006, many of whom have missed out on schooling due to this displacement.[xi] Furthermore, while demand for education has traditionally been quite high in Iraq, the fractured and interrupted supply of education and the decline in the safety of learning spaces and the quality of instruction provided therein, has lessened community involvement in schools. Indicators of a declining education system include lowering enrolment rates, increasing drop-out rates, high illiteracy and increasing gender, geographic, and ethnic disparities in the schools.

A 2004 report written by the Minister of Education identified the current status of and potential strategies for improving Iraqi education. The Minister identified the goals he envisioned as new policies to support, including: enhanced access, improved equity, educational excellence and relevance, a more balanced focused on citizenship and governance, improved participation, and better management practices.[xii] All the same, progress toward these goals has been limited. Rather than establishing holistic or overarching policies, various bylaws and regulations specific to a certain management function comprise the majority of the guidance for school administrators. These include management of canteens, infrastructure standards, public procurement, and management of violence in schools. In 2011, a large scale €17 million initiative was begun by the EU, UNICEF and the Government of Iraq (GoI) to more broadly address policy needs to promote educational access, particularly basic education and accelerated learning programs. More specifically, this initiative aims to establish the appropriate

curricula needed for these types of education levels, develop investment plans, establish child-friendly school principles, strengthen the MoE's planning and overall administrative capacities, and improve training for teachers and principals on more modern, child-focused practices.[xiii]

2.2 Problem Analysis

Access constraints

- Inadequate and poor quality Infrastructure: The conflict that has affected Iraq for most of the past 10 years has damaged and destroyed formal schooling infrastructure. Reports of the occupation and/or use of schools and school property by armed factions and the military continued through 2009.[xiv] Over half of the functioning schools require major rehabilitation and as a result of little maintenance, repair, and construction materials available, there are an estimated 12,000 too few schools in the country.[xv] This insufficient physical space has led to multiple shifts in schools and too many children per classroom, which in turn affects the quality of education and effective classroom management, leading to an increased risk of violence at school and a decrease in enrolment rates. Furthermore, infrastructure degradation and overcrowding create a heavy stress on water and sanitation services in schools. The lack of gender-specific sanitation facilities creates a barrier for girls' school attendance even at the elementary level.[xvi] Poor hygiene practices amongst the children in these schools, coupled with the lack of access to safe, potable water, result each year in a high number of cases of diarrheal and water-borne, epidemic diseases.[2] Data from the MoE's 2004 school survey showed that 98% of all latrines in primary schools and 38% of latrines in kindergartens across the country were blocked or abandoned, leaving the vast majority of children with no access to toilet facilities during the school day. While multiple programs have been funded to address this issue since 2004, a 2010 assessment of education in Iraq found that a lack of clean, functioning, gender-segregated latrines is still one of the primary reasons girls drop out of school at a young age.[xvii]

  Following the completion of this project, the targeted schools will have additional classroom spaces that meet MoE standards, Sphere and Handicap International standards. Children, youth and teachers will access schools that are safer and more protective, promoting healthy learning environments and healing. They will have access to sufficient latrines, including those for females only and those designed to cater to the special needs of CLWD. This will help address the retention of girls and CLWD in school, as well as decrease the absenteeism of children and youth based on illnesses.

- Lack of Non-formal and adaptive learning opportunities: Most formal schools lack support systems for IDPs, CLWDs and girls. This includes poor adaptations to curricula to reduce discrimination and stereotyping. In addition, targeted support is missing for girls as they progress through primary school and toward the end of basic education. Adaptive and cultural constraints relating to access for and the active inclusion of CLWD also exist. Furthermore, because many marginalized or disconnected children and youth lost access to the formal education structure for some time, remedial and ALPs are needed. While some ALPs are available and have been formally recognized by the MoE, they are still not capturing the neediest. Although girls and women account for the vast majority of those unable to participate in formal education, only a quarter of ALP students are

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[2] In 2010, there were almost 884,000 diarrhoea cases, a result of polluted drinking water and poor hygiene practices. (WHO, Weekly Situation) Report on Influenza like Illness, Diarrhea and Cholera in Iraq, week 52, 2010, via IAU Water in Iraq Fact Sheet, March 2011).

girls.[xviii] When looking at quality issues, assessments of ALP courses have questioned the relevance and appropriateness of their design.[xix] This project will mobilize community leaders, MoE officials, parents and teachers to raise awareness of the importance of inclusive education for all children and youth. Remedial classes will be established and ALP classes supported, enabling marginalized children and youth to re-enter or remain in the education system.

Quality Constraints

- <u>Decline in the quality of teaching</u>: With insufficient classrooms and learning spaces, classes become cramped and even the most qualified teachers can have a hard time effectively transferring and/or generating knowledge. Furthermore, challenges related to the revision of the curriculum have affected the quality of teaching. The rapid removal and banning of the Hussein era curriculum without a sound replacement led to gaps in teaching material, and was confounded by poorly trained teachers. Indeed, pre- and in-service teacher trainings as well as teacher professional development standards and supervisory support are currently insufficient. From the pre-service perspective, although teacher trainees have short *practica* before graduation, the time and space allocated to them is comparatively limited and thus ineffective. Furthermore, new teachers do not have the benefit of working with a mentor before they are given responsibility for a class.[xx] From an in-service perspective, the traditionally centralized system also limits productive dialogue about needs and resources available between administrators and teachers. Many supervisors have only theoretical knowledge and lack the ability to help teachers adapt or apply new knowledge and skills, thus putting the onus of change on the teachers in a system where teachers have the least amount of authority, space, time and energy to initiate and maintain real change.[xxi] By not only providing teachers with trainings and in-classroom mentoring, but also by engaging teachers in professional development learning circles, this project will foster a system whereby teachers can actively and productively rely on their peers for support and guidance, enabling continuous growth and sustained sharing.

- <u>Low Literacy Levels:</u> Of all Iraqis between the ages of 10 and 49, one out of every five is reported to be unable to read or write[xxii]. The figures furthermore suggest that the girls and people in rural areas are at a significant disadvantage when it comes to access to basic education, with 24% of Iraqi women being illiterate, compared to only 11% of Iraqi men[xxiii], and 24% of rural populations being illiterate, compared to only 14% of urban populations. The figures also suggest that children in schools are not learning to read effectively. According to the 2006 Multiple Indicator Cluster Survey undertaken by UNICEF, of Iraqi women between the ages of 15 and 24 who reported attaining a primary education, only 55% were literate.
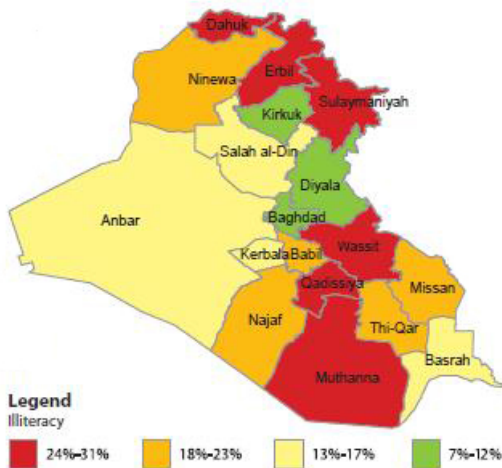
Source: UNESCO Office for Iraq: Inter-agency Information and Analysis Unit. Literacy in Iraq Fact Sheet. September 2010.

- <u>Negative community perceptions around the quality and value of the current education system</u>: Despite the cultural value placed on learning in Iraq, community engagement and cooperation in education[3] is lacking. Enrolment, attendance, and completion rates in Iraq are likely affected by negative student and family attitudes about their teachers, schools, and classes. A 2009 assessment found that less than two-thirds of Iraqis had a positive perception of their local schools, a drop of 7% from the same figure in 2005.[xxiv] It is clear that the inadequate supply of *quality* education opportunities has failed to meet the demand of a populace interested in advancing their education[xxv], resulting in increasing rates of attrition.

Governance Constraints

- <u>Ineffective and inactive parental and community engagement in education</u>: PTAs, when managed and supported well, can serve as an effective compliance-oriented function as well as a support function. Unfortunately, the state of Iraqi PTAs is largely one of inactivity and ineffectiveness. PTAs are, in many cases, weak or defunct, resulting in poor coordination and communication between schools and parents, and even inhibiting community involvement in advocating for and monitoring quality education and child protection at the local level. However, through current work with PTAs in 130 schools throughout Iraq, the IRC has seen that when PTAs are supported with skills and knowledge, they can be an incredibly effective force in fostering safe and quality learning environments that are participatory and inclusive.

- <u>Significant gender-bias towards males</u>: Barriers to girls' active engagement in education in Iraq, as in many patriarchal societies, often rest primarily with male household and community decision makers, though opportunity and costs are also significant issues. Violence against women and girls is a wide-spread problem in Iraq, exacerbated by conflict and of particular concern in northern Iraq and rural areas. Prioritization of household resource allocation to men and boys and fixed stereotypes about gender roles restrict women's and girls' active engagement in society. Building

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[3] Community engagement and cooperation in education has been identified by the Inter-Agency Network for Education in Emergencies (INEE) as being essential to quality education.

off of current IRC gender-based violence and women's empowerment programming, this project will engage communities in the active protection of girls and promotion of girls' educational rights.

- Poor understanding of and commitment to education of children with disabilities: Studies and observations have revealed that negative attitudes towards persons living with disabilities in Iraq are pervasive. For example, rather than taking a rights-based and protective or respective attitude, responses often relate to required benevolence or pity. Consequently, systems and services for supporting these populations are underdeveloped. Barriers to education are also greater, with the attendance rate of CLWD lower than that of the age group as a whole.[xxvi] The IRC will work with and through communities to foster acceptance and support of the rights of CLWD to education. This project will also work with communities to ensure that school infrastructure is designed to allow for the physical access of CLWD to schools.

2.3 Lessons Learned

Access
- Infrastructure: **Infrastructure support can be valuable and helpful but does not have to be a foundational education sector response.** Addressing the infrastructure-related aspects of access and factors that limit or prevent it is a common programming response in Iraq amongst bi- and multi-lateral donors and thus INGOs[4]. This approach is both appropriate and natural considering the breadth of the impact conflict has had on school infrastructure and resultant impacts on school access. However, while a safe learning space is necessary for children to learn effectively and thus infrastructure programming is valuable, it has been found that effective learning can take place in safe non-formal learning spaces with very basic teaching and learning supplies.   As such, consideration about enhancing the *quality* of learning taking place can and should be considered paramount in education response. In other words, rather than investing in a finite number of extremely high value learning spaces, resources should be spread out so that quality improvements can also be made even in relatively basic learning spaces.

  All the same, where issues of equitable access specific to the idea of inclusive education are of serious note, infrastructure projects that specifically enhance access by particularly marginalized populations are of great value. This would include considering the specific needs of girls and CLWD.

- Alternative learning opportunities: **Alternative learning opportunities need to be made available to out-of-school children and youth.** While the MoE has begun the process of formalizing alternative learning processes for such children and youth, and organizations such as War Child provide life-skills programs for youth, currently there remains not enough supply to meet the need for provision of services.

Quality
- Teacher training and professional development: **Teachers need both practical teaching skills trainings as well as psychosocial support in order to enhance their motivation and efficacy in the classroom**. Too often, teacher training, be it pre-service or in-service in nature, is limited to the theory behind pedagogical practices absent the requisite opportunities to practice these new methodologies and to receive feedback on their efforts.   One-off trainings need to be

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[4] Presently, infrastructure programs are underway by actors such as the Worldbank, UNICEF, the IRC, Save the Children, War Child and World Vision.

complemented by further mentoring to enable a more didactic and generative learning process and thus to support more sustained learning. Furthermore, in crisis-affected contexts, teachers often also require special well-being support[5]. This can serve to sustainably enhance the overall quality of the teaching and the learning environment.

- Materials and Supplies: The sourcing and distribution of teaching and learning materials can be helpful, but **resources are not always sourced in the most appropriate manners**. For example, donated materials may not be well-aligned to the curriculum, or to the cultural or linguistic context of the area, thus reducing the value of the materials. Transportation costs may also prohibit the potential reach of these resources. Alternative means of developing and distributing such materials at lower cost, such as local development via the inclusion of local writers and artists, the use of information and communication technology such as radios, or the use of more basic materials such as story boards, can and should be explored.

Governance
- Policy framework and practice: **The MoE needs support in actuating its policy implementation.** In terms of fostering an enabling environment for education, including the valuable role that communities and parents can play in it, the MoE has introduced national policy and program materials outlining the roles and responsibilities of PTAs. However, these guidance documents cannot be characterized as effecting immediate change in the way that PTAs are forming or functioning as of yet. The EU, UNICEF and UNESCO are undertaking efforts to this end, though on a more macro-level scale. Tailored, community and school level programs that pilot efficacious and scalable models are simultaneously needed. With regard to school-based psychosocial support, the policy of having one social worker per school is laudable and appropriate. However, in practice, this is often not the case and the fact that this position is managed by two separate Ministries complicates its efficacy. Standards for ensuring active contributions to the school community, not to mention further training on such service provision, are needed. Also, despite the teacher training policy outlined in MoE Law 34/1998, there is limited provision or even availability of in-service teacher training. This is especially true when it relates to trainings which promote active, inclusive and child-centred pedagogical practices, as well as specific topics such as early grade literacy (see details in the following sections).

- Socialization of parents and community members: **Parental and community engagement with school support as well as equitable education needs to be enhanced.** There is an inertial belief system that the provision of education is the sole responsibility of the government. It is common for parents to view student learning and behavioural issues as the responsibility of teachers and there is a limited understanding of the value of the home-to-school continuum, with parental engagement often limited to bi-annual parent-teacher meetings or conferences. From an equity perspective, parents and community members, including elders, often do not value or have the means for consideration of the rights-based or investment rationale for educating girls and CLWD. The EU, UNICEF and UNESCO are undertaking policy and practice-related efforts to enhance community engagement in and subscription to more active and equitable school engagement. Many of these efforts are at the macro-level, and more community- and micro-level models for effective socialization would be beneficial.

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[5] The IRC, Heartland Alliance and Save the Children are implementing psychosocial wellbeing and teacher training activities for teachers, although future projects would benefit from being more holistic and collaborative.

2.4 Consistency with existing AusAID and other donor/multilateral programs

Many donors and INGOs are contributing to the reconstruction and growth of the education sector in Iraq. For example, the EU is partnering with UNICEF and the GoI to develop new education policies, build the capacity of the government, and mobilize communities to increase enrolment of girls and boys in schools and help them complete their education. UNESCO is assisting with the development of a National Education Plan (NEP) for 2011-2014 together with UNICEF and the World Bank. Save the Children is constructing new schools, conducting teacher training and supporting the formation of PTAs. IMC is providing psychosocial training for teachers. World Vision is conducting rehabilitation activities in the north and west and providing equipment to schools. Action by the government, supported by multilateral partners, has led to 3600 schools being rehabilitated, 120,000 new teachers being recruited, renewed focus on girls' education, curriculum reform, and increased provision to learning resources. However, there is still a great need.

With this concurrent work and AusAID's strategy in mind, the IRC's proposed activities will model a relatively more integrated, if not micro-level, project that will enhance infrastructure and education quality for vulnerable groups such as girls and CLWD. It will build within existing structures, but it will also build from them, enhancing for example the value-added of social workers on the lives of students and supporting ministry officials in their development of implementation plans. The IRC's teacher training model will enable a greater beneficiary reach than is often seen. This program will also build off of AusAID's previously funded IRC education projects in Iraq, which have improved the learning infrastructure of 22 schools for conflict-affected children and young people; expanded access to ALP and remedial education to out-of-school children and youth; and strengthened the capacity of PTAs and Child Welfare Committees (CWC) to participate in school affairs and to protect and promote the rights of children.

2.5 Rationale for AusAID Involvement

Improvement of the education sector is integral to both the Government of Australia and Iraq, as evidenced by the fact that it is one of the six sectors that the two countries agreed to cooperate on under a series of Memorandum of Understandings signed in 2009. The Government of Australia's *Iraq Country Strategy 2008-2011* outlines four key pillars of assistance, two of which are relevant to this program: improving basic service delivery, and supporting vulnerable populations. Under improving basic service delivery is education, and the related outcome "target education projects, at the local and national level, to be delivered through trusted partners in collaboration with the Government of Iraq."[xxvii] Under supporting vulnerable populations is the outcome of providing "children with disabilities with increased access to health and education".[xxviii]

Moreover, this program is designed to support all three of AusAID's pillars for its investments in education: (1) improving access to basic education opportunities for all so that children and youth complete a basic education; (2) improving learning outcomes so that children and youth achieve the basic skills necessary for productive lives; and (3) driving development through better governance and service delivery so that partner governments support quality education for all.

In addition, supporting children, especially girls and CLWDs, in gaining access to quality primary education is in line with Millennium Development Goal (MDG) Target 2.A: 'Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.'

3. PROGRAM DESCRIPTION

3.1   Goal and Objectives

Overall goal: *More marginalized children and youth affected by conflict access quality educational opportunities in community supported learning environments that are safe and healing.*

The project is framed around 3 key objectives, namely:

(i)   Improving **access** to education and learning opportunities for marginalised children and youth by constructing and/or rehabilitating learning spaces in 30 schools in the target project districts. This objective is expected to benefit approximately 7975 students – of which 77% will be girls.

(ii)   Improving the **quality** of education, through the provision of teacher training programs to a total of 434 teachers in the 30 target schools (this includes training for 120 teachers through an intensive teacher training program, 240 teachers through Teacher Learning Circles (TLCs), 46 Accelerated Learning Program (ALP) teachers, and 28 Remedial teachers). The intensive teacher training will be based on the successful IRC Healing Classrooms pedagogy, which will be integrated with early grade reading techniques to create safe, healing, and effective learning environments. Sixty per cent (60%) of teachers trained will be female.

(iii)   Improving educational **governance** and community support for inclusive, learner centred education through training of 90 PTA members and 13 Government Education Advisors from MoE in Participatory Community Action Planning (PCAP) approaches. Activities under this objective will focuses on increasing the capacity of PTA members and the communities they serve to demand and support inclusive, learner-centred education – and to recognise the specific learning needs of marginalised children and youth. Thirteen (13) Government Education Advisors from the MOE will participate in the trainings to enable them to support the work of the PTAs in their respective schools.

In total, the project will target a total of 7975 students from 30 schools, 434 teachers, 24 social workers, 1173 parents, community members and 13 government officials.

Baseline data will be collected within the first three months of implementation from three key data streams:

1. Infrastructure assessments will be conducted by IRC Engineers in all 30 schools to provide the baseline on learning spaces including: standard of infrastructure (including watsan facilities) *vis-a-vis* INEE, Sphere and MoE proscribed standards, as well as availability of space per learner. Engineers' infrastructure assessments will be complimented by gender-disaggregated data on enrolment and attendance rates in schools.
2. A random sample selection using a 95% confidence level and confidence interval of + or – 5 culled from target schools (focused on grades 1 to 6 and ALP classes in boys, girls and mixed schools) will be given the EGRA to determine the baseline for early grade reading.
3. Observation complimented by a review of existing documentation (including district and/or provincial council policies and relevant legislation) will provide the baseline on the application of learner-centred teaching techniques; the level of involvement of existing PTAs and community organisations; and the role of local government officials in promoting safe and healing learning spaces.

Besides teachers and children, the following groups of people will also benefit from this program:

- **Religious leaders** will be included as part of the community engagement component, due to the significant role they play in social and cultural decision-making at household levels. The work of a number of actors in Iraq, including in areas such as the promotion of women's and girls' rights, has shown that engaging this population through meetings and advocacy is critical to affecting change, as they are respected within the communities and are often the voice of change. As such they will provide benefit to and in turn benefit from the program.
- **Social workers** are another valuable intermediary. One well-trained social worker is supposed to be placed in each school to help promote the wellbeing of all students, especially the marginalized. With effective training of these social workers, there will be an enhanced quality of learning environment.
- **Parents and other interested community members** will become more engaged in school management through the (re)formation of PTAs and training in the PCAP processes.
- **District and ministry level officials** will benefit from training and support, including mentoring in practical policy implementation in areas such as inclusive and equitable education and early literacy.

3.2   Expected Outcomes

Objective 1: Improve access to education and learning opportunities for marginalised children and youth by constructing and/or rehabilitating learning spaces in 30 schools in the target project districts. This objective is expected to benefit approximately 7975 students – of which 77% will be girls.

Outcome 1: More children, youth and teachers, especially girls and children with special needs, access schools that are safe and protective.

Activity 1.1: Construct and rehabilitate learning spaces in targeted schools
The IRC will implement this project in 30 schools – 20 schools to be newly targeted, and 10 which were targeted under previous funding to benefit from continued support (see section 4.1 for more details). In order to improve the available space for teaching and learning, the IRC will **construct or rehabilitate learning space in the 20 new schools** that are targeted, as the 10 schools previously targeted have already benefited from construction and the new infrastructure is being sustained by school officials and community members. Constructing/rehabilitating classrooms will reduce overcrowding and meet community demands for segregated schooling, allowing girls and boys to study in different spaces. Based on estimates from previous work, the IRC averages that 15% of all construction activities goes towards adding new classrooms with the remaining going towards rehabilitation of existing classrooms and other school infrastructure. As a result of this program, children, youth and teachers, especially the marginalized, will access schools that are safe and protective, as measured by the improvement of average attendance rate and increased number of safer spaces as compared to baseline.

Activity 1.2: Construct sanitation and hygiene facilities and ramps in targeted schools
The IRC will **also ensure the provision of functional sanitation and hygiene facilities** in the schools, keeping in mind the minimum standard of one 'girls only' latrine for every 30 girls.[xxix] Schools without water points will benefit from having boreholes drilled so that hand-washing stations can be established. One toilet for CLWD will be installed in each school as well, using up-to-date standards with maximum accessibility for CLWD (i.e. the latrines will be built with a western style seat, have metal handles fixed to the wall, be large enough to enable wheelchair access, have a ramp to and from the entrance and a

wash basin inside the space). Additionally, ramps will be installed in the schools to enable access to first floor classrooms. All of these activities will take place as a result of agreements established with each school and its PTA regarding the construction, management and maintenance of these facilities.

Activity 1.3: Train social workers in inclusive education and life skills education
In Iraq, each school is meant to have one dedicated social worker on-site to help promote students' wellbeing. Training and placement for these positions has not been consistent, though, and many schools have either underperforming social workers or none at all. Under Objective 3, the IRC will work with the MoE to identify better recruitment, training and placement practices. Under Objective 1, the IRC will **provide 24 existing and newly recruited social workers[6] with training on how to support students and encourage more welcoming school environments** to promote and protect the rights and well-being of all children, especially girls, CLWDs and internally displaced persons (IDPs), and to monitor and prevent violence in schools, and especially that against girls. They will learn the principles of mentorship and life skills education, and will be encouraged to support informal mentoring relationships between girls and their female teachers, or other female leaders in the community, such as business owners.

Activity 1.4: Distribute sport and play equipment and materials
Numerous studies have shown that cooperative sports, games and play activities support the physical, social and emotional development of children. Through these guided activities, children and youth learn to socialize, cooperate and express themselves with their peers. The **IRC will provide basic sports equipment** to the 20 new schools, as the 10 schools from the previous AusAID project have already benefited. Through a participatory assessment with the MoE, PTAs, students and teachers, the IRC will develop a list of sports equipment best suited for schools. This activity will be of particular value to girls who, when provided with a protective space and guidance on cooperative play, have been found to happily engage in sports activities. These activities help to strengthen their self-esteem and self-empowerment, enhance social inclusion and integration, and at the same time challenge and transform gender norms.[xxx]

Activity 1.5: Increase awareness of the importance of education for girls and CLWDs
Since participation of girls and CLWDs continues to be an issue for parents in some communities, an assessment will be conducted in both central and northern Iraq at the outset of the activities by the local NGO partners to assess the specific language and targeting needed to promote enhanced acceptance and uptake of girls' and CLWD education. The assessment will include components for household, community, school and ministry level targeting.[7] Based on the findings of the assessment, the local partners will develop targeted activities using specific messages to improve awareness among parents and community members. This could be in the form of campaigns, trainings for PTAs, government officials and teachers.

Objective 2: Improve the quality of education through the provision of teacher training programs to a total of 434 teachers in the 30 target schools.

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[6] On average, one social worker exists per school, but sometimes one social worker will serve more than one school. The IRC will target the social workers for all 30 schools, estimated to be at least 24.

Outcome 2: Eighty per cent (80%) of 434 teachers trained through the project apply teaching techniques that lead to learning outcomes and improved student well-being.

Activity 2.1: Train and mentor teachers on improving learning and well-being of students
Numerous studies have shown that the most efficient action to take in order to effectively and sustainably improve the quality of the learning environment is to **enhance the pedagogical skills** of teachers. Beyond this, in crisis-affected contexts, training teachers in creating and sustaining safe learning spaces is also critical. Through this project, teachers will learn alternatives to corporal punishment and how to prevent other forms of emotional and physical violence. They will also be trained on how to create and maintain healing environments, such as how to be proactive in addressing the psychosocial needs of conflict-affected children, girls and CLWDs. In addition, introducing focused reading instructions at the early grade levels has been proven to be an effective measure to foster improved learning in later grades. As with previous trainings and in agreement with the MoE, the IRC will work with the MoE to develop a training program for teachers in literacy improvement. Teacher trainings will emphasize strategies on how to teach children to learn to read, including phonics, phonemic awareness, vocabulary, comprehension, fluency, and writing. Effectiveness of training will be assessed by pre- and post-tests as well as follow up observations based on training indicators and objectives

Teacher trainings: 120 teachers will be **trained through a residential training in the IRC's Healing Classrooms methodology**, a process that has proven to improve child-centred pedagogical practices and the creation of safe learning spaces and increases in early grade reading fluency. Through an integrated approach, this training will help facilitate teachers' acquisition of knowledge content with ongoing opportunities to practice sound pedagogical techniques (active learning, effective lesson plans and positive discipline) and reflect on the application of newly learned teaching techniques in the classroom.

Based on the success of previous trainings and best practices, the IRC's tested training model will continue to be used. This will result in a training process comprised of a residential training that will be followed by refresher training and later followed by mentoring and on-site observation. The **120 teachers**, four per each of the 30 schools, targeted for inclusion in the residential training will be grade 1 to 3 teachers and their respective head teachers. At least 60% of teachers targeted will be female. The residential training will take place over the summer holidays near the start of the school year to take advantage of teachers' availability and to prepare them for the new school year.

Effective training practice shows that follow-up refresher trainings and mentoring are important to help sustain learning. As such, **two-day refresher trainings** will take place approximately five months after the residential training. Refresher trainings have proven useful to teachers, providing them a forum to share lessons learnt, best practices, as well as practice new materials that can be directly incorporated into lessons as the school year progresses. **On-going mentoring of teachers targeted in trainings** will occur through regular teacher support visits by IRC training officers. Through focused in-classroom teacher support and mentoring, IRC training officers will work with individual teachers during and after class sessions. In-classroom teacher support and mentoring may include teacher observation and reflection sessions, model teaching and other proven strategies to reinforce what teachers learned in workshops.

Teacher mentoring: Teacher Learning Circles are a tested method of directly supporting as well as fostering self-support by teachers.[8] Clusters of teachers will share common experiences in order to support one another in applying and testing theories and new lessons while providing feedback to one another on practical applications. This program will utilize this method as a practical means for reaching teachers and supporting them via the mentorship program. TLCs can also be used as an effective way for teachers to receive continued professional development beyond the program. **One TLC will be established per school**, for a total of 30 TLCs, with a maximum of eight members each and a rotating, elected TLC leader position for each TLC. Two TLC facilitators per school will be culled from the 120 teachers targeted for trainings, and will be trained in how to facilitate effective TLCs. They will be supported via in-person meetings with IRC staff. Through the TLCs, 240 teachers will participate in the school based support system, with female staff comprising 60% of the members.

Activity 2.2: Assess children's reading levels in grades 1 to 3
In order to measure improvements students' learning, the project will conduct pre- and post- EGRAs[9] to a sample of grade 1 to 3 (G1-3) students.

The baseline on early grade reading levels will ideally occur at the end of the school year in Year 1 of this project, preceding the teacher training curriculum development. With a population of 683 G1-3 students under the program, a sample of 246 students will be tested, ensuring a 95% confidence level and a confidence interval of five. The same assessment will be conducted at the end of the second school year. The tools used in EGRAs will be adapted to language and context, piloted and then used for the assessment.

Activity 2.3: Procure and distribute age-appropriate readers
To enhance reading instructions and encourage more reading among young students, the project will procure age-appropriate readers. Enough storybooks will be procured so that **one in every four participating students will have access to a book at any given time**. The procurement of 2,000 books will provide classes materials for group reading activities as well as individual reading opportunities.

Activity 2.4: Support ALP and remedial education classes
Because many children in the target areas have missed out on school or struggle with the content of the curriculum, the IRC will **support existing ALP as well as remedial classes**. Both of these activities will be based on the curriculum of the MoE. Selection of school sites and remedial class locations will be done in close coordination with the MoE and based on vulnerability and need at the classroom level. It is estimated that approximately 11 of the schools selected will have ALP activities.

Accelerated learning programs: The government's ALP compresses two years of the national curriculum into one school year so that they can re-enter at their age appropriate grade level. The IRC will provide **professional development training for 46 ALP teachers, approximately 4 teachers per school, benefitting 1,146 students,** who will participate in an initial four-day training program to provide them with teaching techniques specific to accelerated programs. The IRC estimates working with a total of 11

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[8] Research has shown that teacher learning communities have great impact on teacher practice and student outcomes, including leading to more student-centred methods used in schools, teaching strategies linked more closely to desired learning outcomes, authentic pedagogy (with an emphasis on critical thinking skills) being used, and teachers having a more receptive attitude to considering changing practice.

[9] This assessment tool, developed and rigorously tested by Research Triangle Institute (RTI) International, takes 15 minutes per child and tests skills such as phonemic awareness, reading speed and listening comprehension. The test is tailored to the local context and language.

ALP Schools. Teachers will return for refresher training after five months to review and improve their ALP techniques. The training will be undertaken with MoE coordination to ensure sustained support for the teachers. Their participation in TLC and ongoing mentoring by IRC staff will help these teachers continue to learn about, apply and revise effective teaching practices.

Remedial classes: 28 teachers from the 20 new schools will be financially supported in the provision of remedial classes that will help those struggling with certain school subjects such as Arabic, Kurdish, English and/or Math. The project will also encourage the previous 10 schools to organize remedial classes on their own since they already benefitted during the previous phase. **The classes supported by the 28 teachers will enroll approximately 416 students.** Based on experience, the IRC believes that each teacher needs to provide eight sessions per child per subject in order to bring them up to speed on where they need to be in the curriculum of that class. These classes will meet on school grounds and adjacent to the normal school day in order to lessen the indirect cost of children extending their school day or adding additional study time to their schedules.

Objective 3: Improve educational governance and community support for inclusive, learner-centred education through training of 90 PTA members and 13 Government Education Advisors from MoE in Participatory Community Action Planning (PCAP) approaches.

Outcome 3: 40% of PTAs and 40% of ministry/district officials are more active in school management and advocacy for inclusive, learner centered education

Activity 3.1: Educate communities in targeted project districts about the importance of investing in girls' education and violence prevention
The IRC's model for promoting women's rights in Iraq through partnership with the Ministry of Endowment, which is responsible for religious affairs, will serve as a framework for these efforts. It will largely focus on educating: a) male household decision makers about the returns to investment in education; b) community leaders, such as mullahs, on the social and cultural returns to the community; and c) teachers and government representatives regarding how to provide equitable education. School social workers will also be targeted as the primary means of **supporting girls' wellbeing in** schools (see Outcome 1). They will also be responsible for helping to facilitate the girls' mentoring program that will tap into resources within the school, community and other program stakeholders. The IRC will train partners and staff on effective methodologies for engaging men and boys, and will support them in a process of examining possible approaches and strategies for application in the KRG and Baghdad.

Activity 3.2: Form, support and train PTAs in project target schools
PTAs can be an invaluable means of promoting effective and accountable school systems. They can help parents and other interested community members monitor teacher and government contributions to the delivery of education. PTA memberships can also help parents better understand and support their children's engagement with education. Areas such as teacher attendance, inclusion and funding practices can be monitored by PTAs. As per 1994 MoE PTA law no.1, each year a new PTA advisory board comprised of 11 members must be elected per school. The project will support all 30 schools in a PCAP. This involves several steps to inform and develop a school improvement plan (SIP) that will be carried out by the PTA. Steps include: PTA election during a General Assembly of community; the filling and sharing of a School Report Card that reflects that status of the school as determined by MoE and community standards; the community planning process which leads to immediate and long-term school improvements actions that can be carried out by the community themselves.

Activity 3.3: Train and mentor MoE representatives

Because overall responsibility for education service delivery ultimately rests with the government, and because the program is designed to work within and to enhance existing structures and burgeoning policy frameworks, the IRC will provide support to ministry and district level officials to help develop their capacity. Efforts will focus on helping officials **develop action plans that will support more inclusive, equitable and learner-centered education.** A mapping of existing by-laws, regulations and full policies related to accessible and quality education will occur, focusing on teacher training that promotes equitable opportunities for girls and CLWDs, as well as policies that relate to infrastructure support. Focus groups will further inform the status quo and lessons from these activities will inform the scope and scale of trainings for ministry officials. The trainings will occur largely as one to one mentoring sessions, and the main topics will include: PTA liaison efforts and support; operationalizing girls' education promotion policies; early grade literacy policy development; and the provision of alternative education opportunities that foster enhanced engagement in formal education, such as accelerated learning programs. Building on the IRC's practice of developing practical, easy to activate guidance, the training will focus on actualizing new ideas and utilizing existing and expected resources to move forward initiatives. It is anticipated that 13 ministry and district level education representatives will be trained, approximately two from each of the districts in which the program will take place.

3.3 Form(s) of Aid Proposed

Technical assistance[10] is the primary form of aid proposed for implementation of this program. The overall goal will be capacity development of beneficiaries. A mix of capacity development options are suggested, including but not limited to:

- Short and long term training opportunities, including one-off trainings and mentoring programs;
- Peer learning and mentoring through modalities such as teacher learning circles;
- Twinning between local and international organizations;
- Short and long-term aid-funded personnel; and
- Operational research, analysis, diagnostics and activity design.

Trainings will take place within existing school calendars and will be respectful of teacher's schedules. They will also occur in existing or donated learning spaces and will specifically target context relevant learning spaces so as to foster more coherent take-up of knowledge and practices in familiar spaces.

Construction and delivery of goods and materials will be the other primary form of aid provided. This will include the rehabilitation and/or new construction of teaching and learning spaces and related facilities. Goods and materials may include the procurement and/or development and distribution of non-food items, including teaching and learning materials. Construction practices will adhere not only to international standards and protocol but also to the by-laws and regulations of the MoE regarding school construction and rehabilitation.

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[10] See *Use of Advisers in the Australian Aid Program – Guidance Note 2: Technical Assistance Options for Developing Capacity* for more details on the provision of aid via technical assistance

Estimated Program Budget & Timing

	Year 1	Year 2	**Total**
Objective 1: Improving access to education and learning opportunities	$1,164,857	$325,133	**$1,489,990**
Objective 2: Improving the quality of education	$700,156	$59,231	**$759,387**
Objective 3: Improving educational governance	$200,982	$49,611	**$250,593**
Total	**$2,065,995**	**$433,975**	**$2,499,970**

The IRC's Global Supply Chain department will set the standard for procurement practices utilizing its more than 70 years of experience. All procurement will take place within the parameters set by the Government of Australia's principles for international aid and development programming.

4. IMPLEMENTATION ARRANGEMENTS

4.1 Management and Governance Arrangements and Structure

The IRC will support 30 schools, including those hosting ALP, as well as basic and primary schools, split equally amongst central and northern Iraq. The schools will be clustered in Baghdad's urban districts of Karkh and Rusafa and in the contested areas in the North. All schools selected will meet the following minimum criteria: host to IDPs, relatively safe to access and high levels of need. The IRC will continue working with eight schools from the first two phases of AusAID-funded activities and two from a Stichting Vluchteling (SV) funded program. These 10 schools were selected because of their potential for and continued commitment to improvement. Motivated head teachers and trained teachers, who can serve as TLC facilitators to model effective pedagogical practices, were also a selection factor. The remaining 20 schools, focusing on girls' schools and both basic and ALP, were targeted to build up successful models of schooling that effectively reach and motivate older adolescent girls. Some primary schools will also be included in order to introduce younger generations, and their communities, to the power of early grade reading.

Gender equity, the promotion of girls' rights to education, the prevention of violence in schools and the effective inclusion of CLWDs will be cross-cutting issues for all objectives of the program. The Women's Empowerment Organization (WEO) in the north and the Iraqi Al-Mortaqa Foundation in the central region will be the IRC's partners in integrating these components into all relevant activities. The Iraqi Al-Mortaqa Foundation will also provide technical assistance to the IRC in integrating inclusive messaging around CLWDs into its Healing Classrooms training and socialization messages for adults. The girls' education thread of the program will be informed by an initial assessment that will answer the question: what are the most context appropriate messages that need to be delivered to beneficiaries to help them invest in girls' education and protect them from violence in school? An assessment will be conducted in both central and northern Iraq at the outset of the activities by the local NGO partners on the specific language and targeting needed to promote enhanced acceptance and uptake of girls' education. This will include components for household, community, school and ministry level targeting.[11]

The IRC is well positioned to manage the implementation of this program in the two unique contexts of Iraq in which it is proposed. It has worked in Iraq during various periods of instability since 1992. Most

recently, it has been in operation since 2007, providing support to displaced and conflict-affected Iraqis, as well as refugees, in some of the country's most volatile areas, including Baghdad, Anbar, Salah ad din and Babylon. Services provided to these populations include support for rule of law, women's empowerment, quality education and the provision of emergency assistance. 140 employees, of whom 92% are locally hired, support these programs. Institutional knowledge management structures are in place to ensure that programmatic integrity and continuity remain strong despite fluctuations in security, staff transitions and other management challenges. With education funding from UNICEF, Microsoft, SV, Jolie-Pitt and AusAID, the IRC has been providing education services to children and youth in Iraq's central and northern regions. The **IRC currently has a presence in 170 schools in 12 governorates**, implementing activities such as accelerated learning programs, remedial classes, the Healing Classrooms initiative, classroom construction and school rehabilitation (including water and sanitation work), PTA and information and communication technology trainings.

The IRC has primary offices in Erbil and Baghdad with senior leadership splitting their time between these two offices on a 50% basis. Senior staff are closely connected to key stakeholders such as donors and ministry officials. The majority of support staff, such as those in finance and logistics, operate specific in the region to which they are assigned. Local field offices feed into the main offices and provide real time and localized security, administrative and program support. Technical advisors based in Erbil, Baghdad, and in the IRC's headquarters in New York City, provide remote support with occasional site visits to support implementation and monitoring.

The IRC's Country Director for Iraq will have overall management responsibility and representational authority for the program. Supporting this person will be a Deputy Director for Programs who ensures programmatic oversight. Day to day management will be overseen by the IRC's Child and Youth Protection and Development Coordinator, with the support of a team.

AusAID
AusAID will be a key partner in the implementation of the program and will be kept apprised of critical benchmarks and outcomes. This will take place through a communication schedule and protocol to be determined by AusAID at contract signature. The relationship will carry forward what has already been a successful partnership between AusAID and the IRC in Iraq.

Implementing Partners

The WEO and Iraqi Al-Mortaqa Foundation will **support the IRC under this project** in enhancing gender equity, preventing violence against girls and promoting inclusive education for CLWDs. As these components comprise a technical thread throughout all of the proposed activities, these two organizations will provide, with the support of the IRC's technical teams, guidance and technical service delivery in all three objectives. Activities will include areas such as conducting the behaviour change communication survey and results analysis, mentoring and training of social workers, integration of gender-based violence prevention and anti-stereotyping lessens into teacher training and socialization messaging for community members and government officials. The IRC will work with partner staff to define specific roles and responsibilities over the next few months and share with AusAID prior to the commencement of the project.

Women Empowerment Organization: WEO will support the IRC's integrated and holistic approach to promoting girls' education and preventing violence against them under this project, focusing on beneficiaries living in northern Iraq. WEO is an Iraqi NGO established in June 2004 that works in northern Iraq to support the social, political, economic and cultural participation of women and adolescent females. WEO accomplishes this through trainings, seminars, conferences and workshops focused on women's and human rights as well as elimination of all forms of discrimination and violence against women. It also conducts policy and legislative advocacy activities.

Al-Mortaqa Foundation: Iraqi Al-Mortaqa Foundation for Human Development will support the IRC's integrated and holistic approach to promoting girls' education under this project, focusing on beneficiaries living in central Iraq. Al-Mortaqa is a civil society organization established in 2005 and has been implementing education activities and projects since early 2006. Al-Mortaqa works directly with children and youth to help them develop the necessary skills to work in various demand-driven enterprises. It also works to promote inclusion of CLWD in areas such as advocacy and skill development.

4.2 Implementation Plan

	Month												Year 1				Year 2	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Objective	Improve access to education and learning opportunities for marginalised children and youth by constructing and/or rehabilitating learning spaces in 30 schools in the target project districts.																
Activity	BCC messaging survey/assessment		█														
	Baseline of construction needs	█															
	Assessment of schools in target area																
	Meetings with MoE and communities	█															
	Signature of MoUs		█														
	Selection of construction contractors			█													
	Rehabilitation of learning environments.			█	█	█	█	█	█	█	█	█	█				
	Construction of latrines (female and CWD focused)			█	█	█	█	█	█	█	█	█	█				
	Procurement of sports kits and education kits					█	█										
	Distribution of sports and education kits							█	█								
	Training package development for social workers by partners	█	█	█													
	Train social workers				█	█											
	Mentoring by social workers				█	█	█	█	█	█	█	█	█	█	█	█	█
Objective	Improve the quality of education through the provision of teacher training programs to a total of 434 teachers in the 30 target schools																
Activity	Adapt IRC's Healing Classrooms and Early Grade Reading Curriculum to Iraq's context	█	█	█	█												
	Train 120 teachers Healing Classrooms and literacy approach.				█	█											
	Conduct refresher training after 5 months for 120 teachers											█					
	Train 46 teachers in ALP						█										
	Conduct refresher training after 5 months for 46 ALP teachers.											█					
	Select 416 students for remedial education target areas.												█				
	Support establishment of 28 remedial classes and selection of teachers												█	█			
	Procurement of readers.		█	█	█	█											
	Distribution of readers.							█	█								
	Adapt EGRA pre-test to Iraq context and test			█													

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	Activity	Timeline
	Provide ongoing in-classroom support to teachers through a mentoring and observation program.	
	EGRA post-test	
	Select and train 2 TLC Facilitators / school from the 120 Teachers previously trained in TLC Facilitation	
	Monitor and support TLC activities	
Objective	Improve educational governance and community support for inclusive learner-centred education through training of 90 PTA members and 13 Government Education Advisors from the MoE in Participatory Community Action Planning (PCAP) approaches.	
Activity	Based on assessment carry out awareness raising activities in selected communities to encourage more enrolment of girls and CLWD into existing schools	
	Adaptation of existing PCAP Training package	
	Organize meetings with parents, students, teachers, and other community members to discuss school issues and identify in-active PTAs.	
	Support the establishment or revival of PTAs	
	Train PTAs in the Participatory Community Action Planning Process	
	Support PTAs in School Improvement Process	
	Train education officials on operationalizing girls' education promotion policies through advocacy and monitoring, the efficacy of early grade literacy, PTA support and ALP.	
	Follow-up visits for education officials	

4.3 Monitoring & Evaluation (M&E) Plan

The purpose of the IRC's Research, Evaluation, and Learning unit is to build evidence about what works in humanitarian programming and policy. The unit focuses on a) improving the IRC's capacity to measure the performance of all programs through routine M&E; b) ensuring that the IRC's programs are based on existing research of what is most effective, through research reviews and academic partnerships; and c) where evidence doesn't exist, researching key questions to understand what programs work, why, and for whom.

The IRC is committed to monitoring on an ongoing basis and ensuring that objectives and activities are on schedule and that the targeted impact is achieved. **Systematic monitoring** will continue throughout the life of the program to ensure that activities are rolled out on time and meet quality standards, allowing for adjustments as necessary. Core teacher and student indicators that will be monitored include teacher participation in TLC, direct observation measures and test scores. In addition, program activities will be continually observed to determine appropriateness and usage, to allow for modifications and improvements. Important information on the appropriateness of the design and the level and efficacy of the usage of the program, as well as broader contextual information will be collected throughout the program's duration. All relevant key performance indicators at outcome and output levels are contained in the table below.

Outcomes and Outputs	Key Performance Indicators	Data Source
Objective 1: Improve access to education and learning opportunities for marginalised children and youth by constructing and/or rehabilitating learning spaces in 30 schools in the target project districts. This objective is expected to benefit approximately 7975 students – of which 77% will be girls.		
Outcome 1 More children, youth and teachers, especially girls and children with special needs, access schools that are safe and protective	• % of increase from baseline in schools meeting safety requirements as measured by INEE standards compared to baseline • % of social workers trained who facilitate at least one informal session with female students	• School Assessments • Engineer reports • School visit forms filled by social workers • Follow-up interviews with social workers or social worker self-assessments

Outcomes and Outputs	Key Performance Indicators	Data Source
Outputs • Girls and CLWD Inclusive Assessment conducted • Classrooms constructed/ rehabilitated in 30 schools. • 90 sanitation and plumbing facilities rehabilitated, 74% female only latrines • 30 latrines constructed for children living with disabilities • Ramps and other mobility devices built for children living with disabilities in 30 schools • 30 MoU signed with schools or communities. • 30 social workers or other school leaders trained in how to effectively mentor students, especially girls and children living with disabilities • 20 Sports equipment and student materials procured and distributed	• Assessment conducted • # of spaces constructed or rehabilitated • # of water and sanitation facilities rehabilitated or expanded, % female only latrines • # of latrines, ramps and mobility devices constructed for CLWD • # of MoU signed • # of social workers trained • # of Sports equipment and education materials distributed	• Assessment report by partner • Engineering reports • Bills of Quantity • MoE Handover forms • Contractors documents/ receipts • Photo documentation • MoUs • Training records • Distribution lists
Objective 2: Improve the quality of education, through the provision of teacher training programs to a total of 434 teachers in the 30 target schools		

	Outcomes and Outputs	Key Performance Indicators	Data Source
Outcome 2	80% of the 434 teachers trained through this project apply teaching techniques that lead to learning outcomes and improved student well-being	• % of directly trained teachers using Healing Classrooms methodologies in project schools compared to baseline • % increase over baseline in EGRA scores amongst project participants at project end • % of schools with TLC meeting monthly in project schools compared to baseline	• Teacher observation records/forms • EGRA pre- and post-test report • TLC self reporting forms
Outputs	• 120 teachers and head principals trained on integrated reading healing classrooms methodology • 2,000 readers distributed • 246 G1-G3 students tested on EGRA, both pre and post intervention, and 683 G1-3 students benefitting from EGR intervention • 46 ALP teachers trained • 28 remedial teachers financially supported • 28 remedial classes established • 60 teachers trained as TLC facilitators • 30 teachers learning circles established and 240 teachers attending	• # of teachers trained • # of ALP teachers trained • # of remedial classes established • # of remedial teachers financially supported • # of students tested on EGRA • # TLC established • # of teachers attending TLCs • # of readers distributed • # of observation visits conducted	• Training records • Student Enrolments list • Payment records • EGRA Student list • Procurement and distribution records • Teacher Observations forms • Monthly monitoring reports from training officers
Objective 3: Improve educational governance and community support for inclusive, learner-centred education through training of 90 PTA members and 13 Government Education Advisors from the MoE in Participatory Community Action Planning (PCAP) approaches		

Outcomes and Outputs		Key Performance Indicators	Data Source
Outcome 3	40% of PTAs and 40% of ministry/district officials are more active in school management and advocacy for inclusive, learner centered education	• # school improvement plans being carried out by PTA • # of district officials participating in PTA activities • % of PTAs demonstrate understanding of PCAP principles by mobilising community planning meetings	• SIP progress reports • Monitoring reports of IRC field staff • PTA attendance records • Community planning meeting records
Outputs	• 2 Awareness raising activities developed and implemented by local partner • 90 PTA members directly trained in PCAP process • 330 PTA educational booklets distributed. • 30 School Improvement Plans submitted • 13 education officials trained	• # of messages developed • # of awareness raising activities conducted • # number of PTA members trained • # of PTA educational booklets distributed • # of school improvement plans prepared • # of education officials trained • # of action plans developed by MoE officials	• Training records • Mentoring Records • Meeting records • Publication distribution records • School Improvement Plans • MoE action plans

Data Collection and Reporting Plan

An experienced M&E Manager will be responsible for the M&E framework overall. This will include providing oversight and guidance in the development of data collection forms and practices, analysis, recommendations and report writing. The tools and protocol will be designed based on both existing templates that have worked within the IRC Iraq education program as well as through a review of other examples that have been tested within the sector. Pilot testing of these forms and protocol will occur through the solicitation of feedback from program partners and possibly current participating schools. Refinement will occur before they are used more broadly in the program. The M&E Manager will provide training for the local staff responsible for collecting data and will oversee their work when they are undertaking specific data collection activities.

The majority of monitoring data will be collected by staff that speak the local language and are familiar with the education structure. Data collection will occur over a finite period of time and will be concurrent in both northern and central/southern Iraq and/or will take place at similar times in the school calendar to enhance the ability to compare relevant data if needed.

Specific staff members will have responsibility for program monitoring. For example:

- The **Country Director,** based between Erbil and Baghdad, is responsible for overall IRC operations in Iraq and ensures that programs are carried out professionally and meet IRC standards through oversight of IRC staff, regular monitoring visits, and review of regular field reports.
- The **Senior Education Technical Advisor,** based in New York, provides remote as well as short term in-country support to ensure that all program activities meet international standards in education programs.
- The **Child and Youth Protection and Development (CYPD) Coordinator** will provide overall program management and technical advice to field staff.
- The **M&E Manager** will develop the detailed M&E plan and tools. S/he will undertake regular monitoring visits to track progress against indicators and monitor appropriate implementation methodologies, ensuring program quality.
- The **Master Trainer** will provide training and mentoring support to trainees.
- The **Officers,** based in Erbil and Baghdad, will closely monitor all activities by travelling to the program sites on a regular basis.
- The **Engineers** will monitor the progress and ensure the construction meets local standards, liaising with local authorities' engineers and education officials.

Data will for the most part be collected by hand and in a written format and then transcribed electronically. It is feasible, however, that 'surveys' or monitoring assessments might be made periodically over telephone or e-mail depending on security or other constraints. Data collection techniques may include formal, informal and semi-structured interviews with program beneficiaries and related stakeholders, including program and partner staff and community members. Formal observations as well as continuous monitoring will also serve as a means for collecting data. The process for securing approval for data collection from informants, where appropriate and necessary, will occur before observation or other data gathering occurs. Formal reporting will take place based on a timeframe established by AusAID, but the IRC's periodic formal internal monitoring will occur on a quarterly basis.

Baseline Data Collection Plan
Baseline data will be collected within the first three months of implementation from three key data streams:

4. Infrastructure assessments will be conducted by IRC Engineers in all 30 schools to provide the baseline on learning spaces including: standard of infrastructure (including watsan facilities) vis a vis INEE, SPHERE and MoE proscribed standards as well as availability of space per learner. Engineers' infrastructure assessments will be complimented by gender disaggregated data on enrolment and attendance rates in schools.
5. A random sample selection using a 95% confidence level and confidence interval of + or – 5 culled from target schools (focused on G1-6 and ALP classes from boys, girls and mixed schools) will be given the EGRA to determine the baseline for early grade reading.
6. Observation complimented by a review of existing documentation (including district and/or provincial council policies and relevant legislation) will provide the baseline on the application of learner centred teaching techniques; the level of involvement of existing PTAs and community organisations; and the role of local government officials in promoting safe and healing learning spaces.

Evaluation Plan

In addition to reporting on progress against indicators on a quarterly and biannual basis internally and for AusAID, the IRC will mobilise monitoring data to conduct mid-term and end of program assessments. The mid-term assessment will focus on successes and challenges at the level of implementation, as well as opportunities moving forward. Critically, this assessment will enable the team to adjust implementation strategy as necessary to ensure the optimum achievement of objectives within the proscribed timeframe of the project. The end-of-program assessment will then focus on achievements as well as any unintended consequences, both positive and negative. The IRC will apply OECD-DAC evaluation criteria, conducting analysis under the rubric of relevance, effectiveness, efficiency, impact and sustainability. The post-programme assessment will provide both the IRC and AusAID with valuable lessons learned that can feed into and enhance future programming.

Cost
The estimated and largely direct allocation of budget funds for M&E is approximately AUD60,000, which represents roughly 2.5% of the budget. It is important to note that this figure does not include 'in-direct' allocations of time or other resources to M&E activities, such as the time a technical advisor or assistant might put in to contributing to data collection, review or analysis, which would comprise a percentage of his or her overall effort. As such, it is likely that both the direct and indirect efforts related to M&E would fall within the 4-10% standard/target of entities such as UNICEF and USAID.

4.4 Procurement Arrangements

The IRC's Global Supply Chain department will set the standard for procurement practices utilizing its more than 70 years of experience. All procurement will take place within the parameters set by the Government of Australia's principles for international aid and development programming.

4.5 Sustainability Issues

The IRC's efforts under this program will take place **within existing systems and/or to build or strengthen systems** that are prescribed for in MoE policies. These include existing school structures and PTA management policies, religious and cultural norms, and even opportunities for private sector contributions, such as through engagement with storybook publishers. In order to strengthen and enhance these systems and processes, the IRC will work closely with community leaders, education authorities and local NGOs, amongst others, to ensure that program initiatives are demand driven. Through the SIP process, the PTA members will identify strategies with local officials for ensuring that school infrastructure is maintained, trainings techniques are utilized, and students are supported in safe and protective learning environments. As part of the SIP, PTAs will develop school maintenance plans for the newly constructed or rehabilitated infrastructure using the MoE's School Maintenance document as a reference. As construction is projected to be completed at the end of Year one, the IRC Engineer and officers will continue monitoring school facilities during year two. Training officers will serve as models for head teachers and TLC facilitators in systematic classroom observation and mentoring, providing follow up school visits to monitor progress after trainings.

4.6 Overarching policy issues including gender, anticorruption, environment and child protection

Gender
Supporting girls is at the heart of this program, as evidenced by the overall goal statement: *More marginalized children and youth, and **especially girls**, affected by conflict access quality educational opportunities in learning environments that are safe and healing.* The IRC recognizes the vital roles they

play in classrooms as teachers and students, homes as mothers ensuring their children study and do their homework, and as PTA members holding schools and governments accountable for quality education. In this program, promotion of girls' education and the prevention of violence toward them will be a cross cutting theme and the IRC will work with the Ministry of Endowment – which is in charge of religious affairs in the country – to promote women's rights.

The IRC is committed to freedom, human dignity and self-reliance, and recognizes that gender equality is a prerequisite to achievement of these goals. The IRC Gender Equality Policy, which is currently being finalized, articulates the organizational commitment to ensuring gender equality in all aspects of operations and programming and to ensuring that all staff are held accountable to this commitment. The IRC ensures that partners have a common understanding of gender equality. The Inter-agency Standing Committee's Framework for Gender Equality Programming is integrated into organizational programming, policy and planning tools, including the IRC's Program Framework, Country Sector Strategic planning and programmatic approaches.[12] Guided by the above policies, the IRC will promote the rights and status of women through the proposed project and will ensure the participation of all community members. Due to the significant number of NGOs headed by men in Iraq, their participation, as well as that of women, is of particular importance to ensure wide-reaching program impact. This is also key to supporting Iraq's progress toward MDG goal three, to promote gender equality and empower women.

Anticorruption
Ministry and district level officials of the MoE will be providing training and mentoring opportunities by the IRC in areas that will assist them develop more inclusive, learner-centered action plans for the schools. PTAs will also be supported and trained in order to ensure that they understand the funding mechanism and what they can expect for their children's education. Building the capacity of both the demand and supply side of the education system will ensure positive reinforcement of one another and deter any individual or group to undertake corrupt activities. In other word, this 'whole school' approach will enable communities (the 'demand side'), particularly parents and PTAs, to hold the schools and governments (the 'supply side') responsible for providing high quality education in their children's schools.

Child Protection
The program is designed to ensure that it is in line with AusAID's Child Protection Policy and all principles will be incorporated throughout the entire program: zero tolerance of child abuse; recognition of children's interests; sharing responsibility for child protection; and risk management approach. Given the nature of this program, all personnel working on this program will sign a Child Protection Code of Conduct and will be advised on AusAID's zero tolerance policy. All stakeholders involved in this program will collaborate with the program to promote these principles, including the children themselves. Capacity building on child protection will be provided to community members through PTAs, as well as social workers.

Compliance with the Environment Protection and Biodiversity Conservation Act
The activities proposed herein do not directly relate to the goals of the Environmental Protection and Biodiversity Conservation Act, which focuses on the following: a) provide for the protection of the environment, especially matters of national environmental significance; b) conserve Australian

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[12] IRC's Program Framework is a common vision for IRC programs worldwide, with the ultimate goal of creating durable solutions. The framework is informed by five key principles: holistic and integrated programming, involvement of stakeholders in decision making processes, collaborative partnerships, building capacities and promotion and protection of human rights.

biodiversity; c) provide a streamlined national environmental assessment and approvals process; d) enhance the protection and management of important natural and cultural places; e) control the international movement of plants and animals (wildlife), wildlife specimens and products made or derived from wildlife; and f) promote ecologically sustainable development through the conservation and ecologically sustainable use of natural resources. While most of the act focuses on outcomes and processes specific to and within Australia, the IRC can confirm that it will ensure that its activities in Iraq, and specifically those that relate to infrastructure rehabilitation or construction, will be considerate of the act and its intentions broadly. For example, the sourcing of construction materials will be done with respect for locally available and sustainably sourced materials and debris will be disposed of in accordance with or above the local standards.

4.7 Critical Risks and Risk Management Strategies
The security of the IRC's staff and beneficiaries is of paramount importance. Its global security strategy is such that it operates in a low profile manner to help reduce the threats to institutional resources. The IRC in Iraq receives support from its headquarters and regional security advisors and has a local security team to support safe movement. **Context-specific involvement of local government and communities** will also be key to successful implementation of the program activities. The IRC also relies on local resources such as locally-recruited Iraqi staff, who usually have unrestricted field movement based on local knowledge. It also uses daily information from security information sources such as the UN and local communities in the target areas. This enables programming continuity and the most effective, local information to inform operational and technical decision making.

During the implementation of this program the IRC will continue to coordinate with local security officials and share information as needed. Should security render impossible the continuation of the program in a given area, the IRC would discuss with AusAID the possibility of moving this component of the program to a safer area. The assumptions regarding risks made under this program are;

- The security environment does not deteriorate, providing an environment that remains conducive to IRC programming in the targeted areas.
- Events beyond IRC's control such security flare-ups may delay but not stop the activities.
- Training and follow up can be organized in rural areas and community members are able to participate.
- Construction/rehabilitation can be completed on time and according to original Bill of Quantities.

Other critical assumptions made under this project related to the capacity of local counterparts and the political environment include:
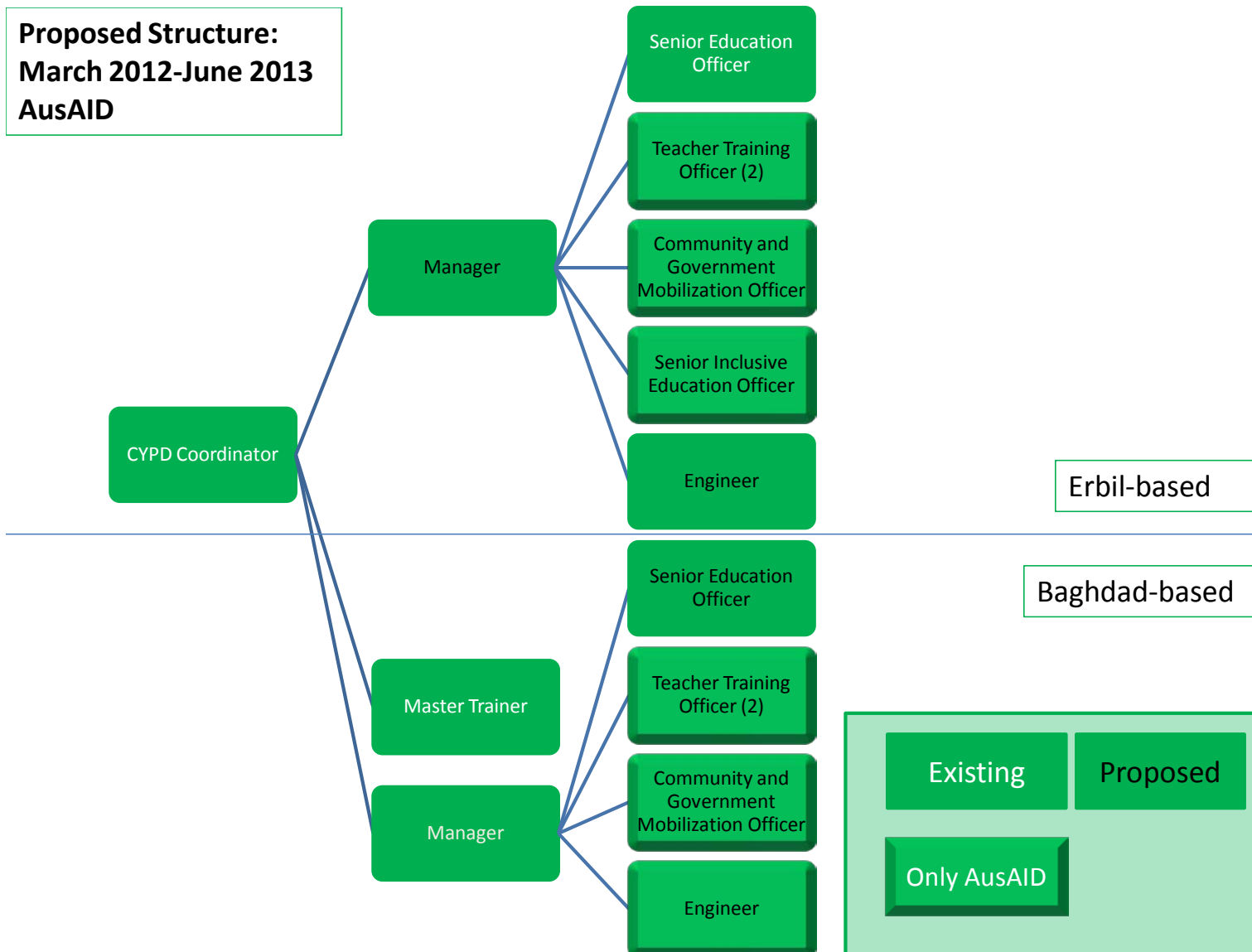
- Local NGO partners are able to maintain stable administration and staffing.
- The IRC communication and relationship with government counterparts remains positive and productive.
- MoE and MOLSA (Ministry of Labor and Social Affairs)counterparts have continued support from the MOI (Ministry of Interior) to engage with IRC for capacity building and support.
- MoE Coordination Committee remains willing to engage in and promote the IRC, local partners and other key counterparts in continued support, coordination and dialogue aimed at improving education.

The IRC will take several measures to mitigate risks related to the above, including the regular monitoring and follow-up of partners; regular engagement with local leaders and government authorities; and regular bi-lateral discussions with the MoE Coordination Committee, UN agencies, other INGOs and local NGOs.

5. Annexes

(1) Organizational Chart
(2) Detailed Budget / Cost Estimates
(3) Monitoring and Evaluation Framework
(4)

Proposed Structure: March 2012-June 2013 AusAID

CYPD Coordinator

Manager
- Senior Education Officer
- Teacher Training Officer (2)
- Community and Government Mobilization Officer
- Senior Inclusive Education Officer
- Engineer

Erbil-based

Baghdad-based

Master Trainer

Manager
- Senior Education Officer
- Teacher Training Officer (2)
- Community and Government Mobilization Officer
- Engineer

Existing | Proposed

Only AusAID

Annex 2: Detailed Budget / Budget Narrative

See attachment budget in Excel file and budget narrative in Word file.

Annex 3: Monitoring and Evaluation Framework

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
Goal: More children and youth affected by conflict access quality educational opportunities in learning environments that are safe and healing.									
Development Risks	Objective 1: Considering that the cost and labour related to the infrastructure activity will likely be managed and driven overall by the implementing partner and its partners, there is a risk of a lack of sustainability or lack of perceived ownership over the constructed spaces. This potential risk will be mitigated during the program launch and initial baseline data collection process to ensure that beneficiary/end-user perceptions and preferences are considered when locating the construction sites and completing their design. Objective 2: The development risk for the early grade reading intervention and its' subcomponents is relatively low considering that the upfront costs and the tested efficacy of such interventions have proven to have a significantly high return on investments, if implemented effectively. Objective 3: With behaviour change programming of this nature, in which macro-level and sometimes disconnected decision makers are encouraged to change their often long-established behaviours or practices, there is a risk of poor uptake, especially if sufficient incentive (immediate or otherwise) is not perceived by them, i.e. that undertaking practical changes might appear to be an added effort without little inherent personal return. This potential risk can be mitigated by trying to link the theoretical or longer term perceived benefits envisioned to shorter term results in the near term. For example, showcasing and correlating high female EGR returns in the short term with research that showcases increases to household income or decreases in fertility may motivate decision makers to change their behaviours in the short term.								
Obj. 1: Improving	• % increase from	• Engineers' Assessment	Is there greater access	Children and youth,	IRC Iraq program	IRC Iraq's M&E	Annual	One month	Year-end annual

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
access to education and learning opportunities for marginalised children and youth by constructing and/or rehabilitating learning spaces in 30 schools in the target project districts.	baseline in the amount of minimum standard INEE, learning spaces per child in project schools • % of social workers trained who facilitate at least one informal session with	s • Site visit report • Contractors receipts • Photo documentation • Follow-up interviews with social workers or social worker self-assessments	for children and youth,(girls and CLWD in particular) to improved learning spaces in terms of infrastructure, teaching, learning, and psychosocial environment	and especially girls and CLWD; social workers.	staff and IRC Iraq partner staff	Manager and CYPD Coordinator IRC's Senior Technical Advisor for Education		after the annual data collection is complete	report

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	female students								
Intervention Risks	The intervention, if not implemented with careful consideration of local and context specific preferences, could risk alienating the very marginalized populations it seeks to assist, specifically out of school children and youth, including children or youth who are interested in catch-up opportunities, girls and CLWD. To mitigate this risk, the Behaviour Change Communication survey will identify the best language and practices for marketing this aspect of the program, and specifically how to limit references or approaches that might highlight or target these specific sub-populations in a way that might make them targets of ill will from populations NOT specifically targeted for inclusion. In other words, to the greatest degree possible, messaging will likely focus on ideas of equity and access for all. Specifically targeting capacity enhancement of school social workers also could risk alienating them if the endeavour is not appropriately marketing and presented as a value-added opportunity for them rather than that related to compliance or punishment for poor performance.								
Outputs	• Assessment conducted • # of spaces constructed or rehabilitated • # of water and	• Assessment report by partner • Engineering reports • Bills of Quantity • MoE Handover forms • Contractor	Have spaces and sanitation facilities been constructed in accordance with standards; have enough spaces been	Children and youth, and especially girls and CLWD; social workers.	IRC Iraq program staff and IRC Iraq partner staff	IRC Iraq's M&E Manager and CYPD Coordinator, IRC's Senior Technical Advisor for	Quarterly	One month post completion of quarterly data collection	Year-end annual report

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	sanitation facilities rehabilitated or expanded, % female only latrines • # of latrines, ramps and mobility devices constructed for CLWD • # of MoU signed • # of social workers trained • # of Sports equipment and	s documents / receipts • Photo documentation • MoUs • Training records • Distribution lists	constructed to meet population needs; are agreements in place to manage ownership and maintenance responsibilities; are social workers receiving new and beneficial training.			Education			

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	education materials distributed								
Management Risks	• IRC and local partners are able to maintain access to the IDPs. • Security remains stable with transport unimpeded. • The political environment in the sub districts remains supportive of activities • Parents continue to send their children to school. • MoE staff continue to be supportive of the program. • Construction teams can access the schools. • No major fluctuation in price of construction materials. • Materials can be transported safely. • Social workers and/or school leaders are available								
Objective 2: Improving the quality of education, through the	• % improvement over EGRA baseline in early grade reading	• EGRA Test records (gender disaggregated) • Teacher observation	Are students learning how to read with more efficiency and better	Children in the early primary grades, G1-3	IRC Iraq program staff	IRC Iraq's M&E Manager and CYPD Coordinator, IRC's	Three months post completion of EGR teaching	One month post completion of data collection	Year-end annual report

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
provision of teacher training programs to a total of 434 teachers in the 30 target schools	scores of participating students in project schools • % of directly trained teachers using Healing Classrooms methodologies in project schools compared to baseline • % increase over baseline in EGRA	records/forms • EGRA pre- and post-test report • TLC self reporting forms	comprehension			Technical Advisor for Education focused on reading	intervention		

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	scores amongst project participants at project end • % of schools with TLC meeting monthly in project schools compared to baseline								
Intervention Risks	The Early Grade Reading component will need to be implemented in such a way that the training approaches and content are properly contextualized so to establish relevance and thus improve take-up. If the proposed Teacher Learning Circles do not continue to function on their own, the risk of knowledge loss is feasible and thus the sustainability of the effort could be questioned. This risk will be mitigated by providing concrete and usable skills that are generated or supported as a result of these meetings to inculcate in participants the continued value of TLCs.								

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	The distribution of partner sourced reading and sport/play materials represents a potential threat to sustainability if the depreciation of said materials is such that their use and thus perceived value is marginalized and they no longer play a valuable role. This risk will be mitigated by providing guidance to school administrators, teachers and children on how to properly care for and enhance the 'lifespan' and these consumable materials.								
Outputs	• # of teachers trained (60% female) • # of classes established • # of teaching and learning materials distributed • # TLC established • # of kits distributed	• Training attendance and records (gender disaggregated) • Program records • Procurement and distribution records • Kit distribution list	Are teachers being trained, are new learning opportunities available, are materials available, are teachers meeting on their own in TLC	Teachers, early primary grade children	IRC Iraq program staff	IRC Iraq's M&E Manager and CYPD Coordinator, IRC's Technical Advisor for Education focused on reading	Quarterly	One month post completion of quarterly data collection	Year-end annual report

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
Management Risks	• The risk that IRC and local partners are unable to maintain access to teachers. • The risk that security becomes unstable and transport is impeded. • The risk that the political environment in the sub districts becomes unsupportive of activities. • The risk that materials are unavailable. • The risk that teachers are unable to attend regularly. • The risk that reading materials are unavailable. • The risk that security prevents children from regularly attending class.								
Objective 3: Improving educational governance and community support for inclusive, learner centred education through training of 90 PTA	• % of PTAs implementing school improvement plans • % of strategies that are revised to improve girls' involvement in education	• Surveys • Meeting notes • Public records • Community planning meeting records	Are PTAs actually enhancing their value-added contributions to the school environment; is the MoE actualizing efforts to bring more girls into schools	Parents, community members, ministry officials	IRC Iraq program staff and IRC Iraq partner staff	IRC Iraq's M&E Manager and CYPD Coordinator, IRC's Senior Technical Advisor for Education	Annual	One month after the annual data collection is complete	Year-end annual report

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information ?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Disseminatio n Deadline
members and 13 Government Education Advisors from MoE in Participatory Community Action Planning (PCAP) approaches.	• % of PTAs demonstrate understanding of PCAP principles by mobilising community planning meetings								
Intervention Risks	Attempting to change ingrained belief systems or behaviours, which may be tied to socioeconomic, ethnic or religious identities in the short term is inherently risky. Risks include: • The involvement of households, and parents in particular, in the management of their children's schools may create tension between macro level government structures and communities. • Community members (including parents) may view involvement in school management as an additional pull on their time and other resources. • Participants may struggle to see the direct value of their investments and lack a sense of ownership over the process.								

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	• Inefficient bureaucratic practices may impede timely systems change. Because the activity will want to encourage sustainability of effort, it will be important for the participating government officials to feel ownership over any policy or practice revisions that are to take place and to not feel overly influenced by outside technical advisors. Similarly, greater weight should be placed on ownership over school improvement plan processes for PTAs at the outset, as opposed to plan content, to ensure their investment in the role of the PTA. Tone of communication will be important in encouraging take-up of proposed changes.								
Outputs	• # number of PTAs supported • # of PTA members trained • # of training or mentoring meetings conducted • # of school improvement plans prepared • # of education	• Training records • Mentoring Records • Meeting records • School Improvement Plans	Are PTAs being constituted and members therein trained; are they developing SIP; are government officials benefitting from training, mentoring	Community members, parents, MoE officials.	IRC Iraq program staff and IRC Iraq partner staff	IRC Iraq's M&E Manager and CYPD Coordinator, IRC's Senior Technical Advisor for Education	Quarterly	One month after the quarterly data collection is complete	Year-end annual report

	Data			People			Time		
	Indicator, data or information needed	Means of Verification/ Method of Collection	Analysis to be undertaken	Who is the change directed at?	Who will collect the information?	Who will use the data and analysis?	Collection Frequency	Analysis Deadline	Dissemination Deadline
	officials trained • # of education official trainings		and support sessions						
Management Risks	• The risk that PTAs are unable to participate in school affairs. • The risk that PTAs are unable to monitor school affairs • The risk that the Ministry does not commit to girls' education • The risk that school principals resist engaging parents in schools • The risk that parents do not participate in school activities								

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