



Revitalization of Iraqi Schools and Stabilization of Education



TEACHERS' TRAINING IN IRAQ

June 2003 to March 2004

The Iraq Foundation
Baghdad, Iraq
March 2004



EXECUTIVE SUMMARY

The main aim of this project is to change the methods of teaching and learning in secondary schools in Iraq by adopting modern methodology in conveying items of the syllabi, establishing new values in teaching methodology primarily based on students, and preparing them for expected changes in teaching methodology in the classroom.

Iraq Foundation (IF) started the project by surveying all high schools in Iraq assigned to IF, which were about 3,300 schools in Maysan, Wassit, Dyala, Basra and Baghdad. The American Islamic Congress shared in the field survey too. The IF team conducted an intensive training course for the local teams in the governorates, teaching them how to make field trips, how to fill in the three page information forms, how to use the GPS device and how to use digital cameras to take photos of schools. The team faced many obstacles, among them were people's not accustomed to surveys and not offering help to surveyors, plus the security situation and difficulty in communication with the schools during the summer holiday.

After the inventory was done the IF team moved onto achieving the main objective of the project, that is; training of sixty-four thousand secondary school teachers and five thousand administrators in Iraq. To implement this objective five groups were formed to visit fourteen governorates, starting with conducting written tests then interviewing the candidates. 1,760 candidates were interviewed out of which 836 candidates were chosen to become trainers, depending on their test and interview results.

The best three out of each directorate or a total of sixty-three were chosen for a six-day training session in Baghdad to become Master Trainers. The training session was an intensive course whereby the sixty-three teachers were trained according to a plan of action through which new ideas; information and skills were conveyed to qualify the graduates, master trainers, to train the rest of the selected 836 teachers.

The Master Trainers in turn trained the rest of the 836 teachers in five-day courses each in their own directorate. The trainees became qualified Leaders to assume their role in training all sixty-four thousand high school teachers and five thousand administrators.

Just before the start of the mass training, two-day refresher courses were introduced to increase the trainers' efficiency and give them a chance to review missing information and techniques.

The mass training of teachers took place in two five-day sessions during the mid-year holiday. The first session trained twenty-two thousand teachers and the second session trained eleven thousand teachers or a total of thirty-three thousand secondary school teachers. The rest of the high school teachers would be trained during the summer holiday.

PREFACE

This report is a teamwork effort that included the master trainers, educators, support staff, editors and translators. The report is written and prepared by the team, so credit goes where credit is deserved. I need to mention the long hours the team spent at the end of the contract putting together the pieces for the report including valuable data collected and generated during the program. The report is a detailed reflection of what went on from June 2003 to March 2004. This exceptional experience in training teachers in Iraq is a valuable asset for any country interested in massive training and re-training of their teacher's cadre including Iraq.

Its appropriate to recognize M. Raya Barazanji, field director, who arrived to Iraq right after the cessation of military operations to endure the challenge of setting up a program from nothing but goodwill, equally Ms Seham Dawood, Ms Bushra Jameel and Ms Nadia Al-Jadir, the primary master trainers who took the responsibility of working in an environment without the luxury of an office. Mr Mohammed Al-Badran, logistics coordinator for accepting to do anything to keep the program going. Mr Emad Khafaji, the media coordinator who had to leave when the media portion was later cancelled. Ms Milook Aqqi, Ms Huda Al-Dujaili and Dr Basil Al-Windawi who ensured the program is properly implemented in every remote town in Iraq. Ms Nidhal Al-Kadhim, whose talent in the English and Arabic languages made her indispensable, Mr Haider Al-Rekabi, Mr Ahmed Hani and Mr Maan Al-Jadir who spent long hours preparing and editing the report and keeping our computers going.

A word of thanks to the team at Creative Associates who participated in the RISE program including but not limited to; Dr Hind Rassam, Ms Shanon Meehan, Mr Ed Morgan and Dr Frank Dall.

Warm thanks to Ms. Leslye Arsht, Senior Advisor to the Ministry of Education for her close involvement and follow up with the RISE project.

A special word of appreciation to the staff at the Ministry of Education, especially Dr Aladdin Alwan, the Minister of Education, for his vision and dedication to alleviate the educational system to newer levels and who deserves every support.

To all who believe in giving Iraq a second chance to rebuild its educational system, I dedicate this work.

Baghdad, Iraq
March 17th 2004



Muhannad Eshaiker
Field Director
Iraq Foundation

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INTRODUCTION

The Revitalization of Iraqi Schools and Stabilizing Education (RISE) program was initiated by the United States Agency for International Development (USAID) as part of the massive reconstruction program for Iraq after the fall of Saddam's regime. Education suffered tremendously over the past decades from years of wars, economic sanctions and neglect, which brought the educational system to almost a total collapse. Creative Associates, Intl., Inc. was the general contractor for the RISE project, which had many components, one of which is teachers training on modern methods of teaching and modern strategies in teaching. The Iraq Foundation was in charge of implementing teachers' training program.

The first step before any real work can start is a field survey for all schools and educational facilities in Iraq. The survey took place right after the end of military operations and was a great challenge to collect vital data that was later used for planning purposes.

Teachers' training is based on a cascade model whereby the master trainers with the Iraq Foundation and Creative Associates designed the training manuals to train a selected group of first tier trainers who in turn would train a second tier of trainers who are responsible for training all secondary school teachers in Iraq.

The last component of the Iraq Foundation assignment is a full rehabilitation of the institute for training and educational development, part of the Ministry of Education that suffered badly over the past years and rendered it almost obsolete.

PROGRAM DESIGN

Introduction

One of the main goals of the RISE project is to train all secondary school teachers and administrators in Iraq, which totals 64,000 teachers and 5,000 administrators. However, due to change in the length of the training session and logistics, only half the number was realized. Education in Iraq used to be one of the best educational systems in the Middle East during the seventies of last century, but due to decades of neglect, wars and dictatorship, the educational system badly deteriorated. It is of utmost importance that the methods of teaching are changed to reflect newer and proven methods applied in successful educational systems around the world.

Teachers lecture rather than teach, students memorize rather than learn, coupled with low salaries and poor facilities, a total collapse of the educational system in Iraq took place.

RISE project is about teaching methodology, which is student centered and based on class interaction, a new day has just begun in Iraq in the field of education.

The training program is composed of four main phases:

Phase One – Selection of Candidates; for master trainers and leaders.

Phase Two – Training of Master Trainers; three candidates from each directorate were selected; a supervisor, a principal and a senior teacher totaling 63 candidates. Training for Master Trainers was held in Baghdad from 20-25 September 2003.

Phase Three – Training of Leaders; the 63 Master Trainers returned to their governorates and directorates to begin training some 850 leaders, which took place in the various governorates between 8 November 2003 and 8 January 2004.

Phase Four – Training of Teachers; the 850 leaders being trained were ready to train some 33,000 teachers under the supervision of the master trainers from the Iraq Foundation, Creative Associates and the Institute of Training and Educational Development (ITED) at the Ministry of Education (MOE).

The original RISE Implementation Plan required a three-day training session to train 64,000 teachers, and 5,000 administrators. The intention was to ensure that "No teacher is left out". However, since the program was extended to five days to ensure that the teacher trainees receive adequate training and have a chance to absorb the program and interact adequately, only 33,000 teachers were finally trained. The idea of a three-day training session was critical and may not have achieved the desired outcome of making significant changes in teachers' attitudes and practices, especially after decades of teaching in a closed society. The intent of the three-day session was simply; an initial orientation into methods of teaching, to be followed up in subsequent years by longer periods of training.

Material Design

Creative Associates International, Inc. (CAII) and the Iraq Foundation (IF) worked closely to accomplish the task of training teachers throughout Iraq (Appendix-6). ITED played an essential role in facilitating the program and reflecting the needs from an Iraqi perspective. Training material were designed and tailored to the needs of the Iraqi Education system during the same period of selection. RISE team aimed to include, in the 2^d phase of the project, the design of training programs which aim at meeting the educational cadre requirement, and focus on skills that are necessary for improving the teaching process in the classroom and school.

Strategy

The manual for teacher and administrator training are based on eight strategies;

1. Needs analysis;
2. Course design and materials development;
3. Selection of master trainers and trainers/leaders;
4. Planning for training delivery;
5. Training of master trainers;
6. Training of trainers/leaders;
7. Teacher in-service training; and
8. Administrator in-service training.

Materials Development

The manual was designed to become a flexible document used by Teacher Trainers, Teacher Leaders and Administrator Trainers as they facilitate these workshops and work to implement the goals of the RISE project.

Identification of Master Trainers and Trainer/Leaders

When selecting the master trainers, five joint teams interviewed a total of 1,540 candidates from the 14 southern and central governorates plus the four directorates in Baghdad. The assessment included a self-report questionnaire and a short structured interview.

Three master trainers; one supervisor, one school principal and one teacher, were selected from each governorate or directorate. The Ministries of Education for Erbil, Dahuk and Sulaimaniya were each invited to select three master trainers to participate accordingly.

The larger group of 735 leaders or trainers was also drawn from the same pool of candidates. Each Directorate of Education was asked to select roughly twice the number of candidates needed so that the Selection Teams have a better chance of selecting the most appropriate without having to interview all teachers.

The selection team followed strict guidelines in making the final selection based on the result of a written test and based on an interview for all candidates. The results were then sent to the Directorates of Education so the chosen candidates are notified about the coming training sessions.

The Master Trainers at each governorate along with Iraq Foundation, CAII and ITED successfully trained all leaders, which took place at the governorates from 8th November 2003 until 8th January 2004

The number of teachers in each governorate or directorate is estimated from the RISE Inventory. It should be noted that the number exceeds the 64,000 called for in the Implementation Plan.

Challenges

During project implementation, four major issues have arisen:

- There is growing agreement that it might be better to deliver a longer, more effective training, and if necessary to reduce the number of teachers and administrators who were trained during this year. The remainder would then be trained during the coming summer vacation.
- It has become clear that there are considerably more than 64,000 secondary school teachers in Iraq, which means that some will in any case be left out of the training.
- There is a concern that after only five days preparation, many trainers are not well enough prepared to deliver the required training at a higher standard. More time therefore is needed to assist the trainers prepare for the teacher and administrator training courses they are required to deliver.
- There is also concern that no teacher or trainer ought to be withdrawn from their schools unless it is absolutely necessary.

Increasing the duration of the training course to five days would greatly increase its effectiveness; but it would also increase the resources required, in staff, facilities and trainers. It would also increase the demands on the trainers, whose preparation is agreed to be limited. The current RISE contract ends in April 2004. It would be impossible to deliver five days of training to 64,000 teachers and five thousand administrators before that time.

Recommendation

- A longer, more detailed training courses will give the trainers more time to prepare for training teachers and administrators
- Reduce the numbers of teachers and administrators who were trained during this year. The remainder would then be trained during the coming summer vacation.
- In order to cover the 64,000 or more teachers; in-service and ongoing training during the weekends may be considered to avoid withdrawing teachers and trainers from school.
- A two-week course would deliver a higher standard training course.

Phase One

SELECTION OF CANDIDATES

Phase One

Introduction

One of the main goals of the RISE project is to train all teachers and administrators at the secondary school level in Iraq or sixty-four thousand teachers and five thousand school administrators. The selection process followed certain criteria that included uniform questionnaires in addition to an interview as shown on Appendices 1, 2 and 3.

Procedures

A presentation was held in Baghdad on August the 19th 2003 for all the Directorate Generals across the country a total of (21) to explain the selection process. In this presentation several essential goals were achieved about how to carry out the selection of teachers, where to meet and who is in charge of what.

Further meetings took place with the Institute of Training and Educational Development (ITED) which is part of the Iraqi Ministry of Education (MOE), the intention was to interview a selected number of teachers or candidates from each directorate (about 2%), then conduct the selection process to pick suitable teachers who will be trained to become Master Trainers and Leaders. A total of 835 candidates were selected (Appendix-4&5).

The next step was to select three candidates from each directorate to attend a 6day training session in Baghdad to become Master Trainers, a total of 63 master trainers. These master trainers would go back to their directorates and train the rest of the selected group to become Leaders, a total of 772 leaders. The leaders in return would be training all 64,000 teachers and 5,000 administrators at the secondary school level.

A formal letter was distributed on August the 18th 2003 at the Education Kits Planning and Distribution Workshop, to the eighteen educational directors of all the Iraqi governorates except the three Northern Kurdish Governorates; the selection of the candidates was from the four educational directorates in Baghdad and fourteen educational directorates in the governorates. Each directorate provided the number of the existing Educational Specialists, Principals, Senior Teachers, and Junior Teachers in the Governorates Centers, Districts and Suburban of each province.

Candidate Selection Forms had to be filled in by each candidate to collect information about the candidate along with a personal photograph.

Five teams traveled to the designated Directorates for the selection process at the period between August 23rd to September 3rd 2003 and in accordance to the selection program.

Candidate selection process from each directorate was accomplished in three steps:

1. A Self-Report Questionnaire. (Appendix 1)
2. Interviews (Appendix 2)
3. Scoring. (Appendix 3)

Candidates were selected from each group of the interviewees based on the number of teachers in each educational directorate on the basis of higher scores and individual assessment, this produced a total of eight hundred and thirty five (835) candidates.

Sixty three trainees were selected from the eight hundred and thirty five to become certified master trainers as follows:-

One educational supervisor, one senior teacher, and one junior teacher selected from each one of the four educational directorates in Baghdad and one educational supervisor and one senior teacher from fourteen educational directorates in the Governorates so the total number would be;

Twelve (12) candidates from Baghdad

Forty-Two (51) candidates from the Governorates.

Sixty-three (63) Total candidates.

Challenges

We left the selection of the first 2% of teachers in the hands of the Directorate Governorates (DG). There is always the possibility that the DGs applied favoritism in their choice and not abide by the rules of fair selection based on teacher's skills and achievements.

Communication between the DGs and the teachers was poor, which impacted the selection process.

Interviews were then conducted by the Iraq Foundation team from the pool of teachers provided by the DGs to lessen the chance of poor selection.

Recommendation

It is important to make sure that enough candidates (about 2%) are available for the interview and the selection process. Lower numbers would negatively impact the process.

Involve the local media for coverage to inform the public about the objectives of the RISE project and the benefits Iraq would gain from supporting such a noble effort.

Public announcement ought to be sent to the schools ahead of time and pinned on the bulletin board so the school teachers and students are made aware of the visit and the purpose of the visit.

Phase Two

TRAINING OF MASTER TRAINERS

Phase Two

Introduction

After the successful selection of roughly 1% from each directorate, the top three from each directorate were chosen; a supervisor, a principal and senior teacher (Appendix-9). A six-day Central Leadership Training course took place in Baghdad at the Palestine Hotel between the 20th and the 25th of September 2003, for the sixty-three candidates.

At the end of the training session, all sixty-three were certified as Master Trainers. The trainers who conducted the courses were present at the hotel hall at 8:00 AM the morning of the first day (Appendix-7), so were the trainees and the support staff. The Minister of Education, Dr. Aladdin Al-Alwan inaugurated the first day with a speech about the educational system in Iraq, the MOE plans for the future and the vital role of Iraqi teachers in making the changes we want to see.

The main objective for this phase is to create a core of three master trainers at each directorate. This core would carry out the training methodology to further create an even larger core of leaders at each directorate. The core leaders would be responsible for training all the secondary school teachers at their directorate. The other objective is to emphasize on Iraq's proud history of academic excellence by pointing out the following:

- Iraq had a past history of high, internationally competitive schools during the sixties and the seventies of the twentieth century.
- Teachers were held in high esteem and they maintained a deep knowledge of their content.
- But, these are aspects of Iraq's schooling that should be cherished.
- They should serve as a trusted foundation for the future and needs to be recognized.
- During recent years, many people believed that these qualities have eroded.
- The goal of this training is to do just that – to hold on to that which is good from our past and to supplement it with more effective methods of instruction for the future.
- By this we mean that it is important that we learn how to engage students in their learning, so that they are able to do more than memorize what we teach them.
- Our goal as teachers must be to ensure that students **understand** what we teach them and encourage the students to ask and think critically.

Training Plan

The participants from the provinces other than Baghdad were accommodated at Zahrat Al Khaleej hotel, a walking distance from the training hall. The training was for six days; 8:30 AM – 4:00 PM including a morning sessions with tea breaks, lunch, and an

afternoon sessions. The training strategy was based largely on open discussions, group work, information exchange, mutual respect, tolerance and the willingness to learn. The participants were very enthusiastic and willing to learn. They took large part in the discussions and their input was very important to the success of this training.

A growing consensus around the limitations of Iraq's current teaching style can be summarized as follow:

- Teachers, students, and parents – virtually anyone who has been in Iraq's schools in recent years, says instruction is rigid, shallow and passive.
- That students are memorizing information without understanding.
- There are many reasons why Iraq's education standards have eroded.
- The Ba'ath Party abused the education system and starved teachers continuing professional development.
- The curriculum, compared to other nations lacked the richness that comes from representing different points of view.
- In the surveys of teachers it was found that they are ready to try classroom practices that have been proven to be effective in other parts of the world.
- This training is designed not only to introduce some of those effective practices but also to give each of the teachers a chance to practice these techniques and strategies and to determine which ones should be used in Iraq's classrooms.
- Ultimately, The teachers will be teaching their peers around the country these new techniques.

Challenges

The Institute of Training and Educational Development (ITED) personnel were supportive of the training, unfortunately, it was hard to change the attitude and accept the new ideas without resentment of some of their members. The presence of the Directorates was also minimal at the training sessions because RISE was a new experience for them.

Recommendation

The core trainers should give some recommendations concerning the way of treating the participants and advise them to be more open-minded and accept different opinions. The core trainers should invite the Directorates to participate in the training, provide them with transportation and Per Diem.



*Training of Master Trainers from all Governorates
at Hotel Palestine, Baghdad, September 2003*



*Training of Master Trainers from all Governorates
at Hotel Palestine, Baghdad, September 2003*

Phase Three

TRAINING OF LEADERS-Baghdad

Phase Three-A

Introduction

The first training workshop for the leaders was held in Baghdad for the four educational directorates in Baghdad (Karkh-1, Karkh-2, Rusafa-1, Rusafa-2). One hundred ninety four (194) teachers participated in the training session to become leaders whom are responsible to train all secondary school teachers in their directorates (Appendix-9).

Procedure

All participants were present at the Hunting Club in Al-Mansour district, Baghdad to take part in the workshop between the 8th and the 16th of November 2003. The training session was from 8:30 AM to 1:30 PM for eight days during the holy month of *Ramadan*. The program had to end at 1:30 PM since a large number of participants fast during the hours of the day and need to go home in preparation for *Fotour* or breaking of the fast at sunset.

At the end of the training session, all participants were certified as Leaders. The main objective of this training session is to create a core of one hundred ninety four leaders whom are responsible for training all the secondary school teachers at their directorates. A team from the Iraq Foundation, Creative Associates and The Institute of Training and Educational Development were in charge of the training (Appendix-8).

On the fourth day of training the Minister of Education, Dr. Aladdin Alwan attended the training session and delivered a speech in support of the training program that included points about:

- Education in Iraq and the present condition of schools.
- Raising the Educational level and improving the educational system.
- Rebuilding the Iraqi schools and the school system.
- Making change depends on faith and interest of all; teachers, principals and students.

On the last day of the training, a large graduation ceremony was held to award all participants. The ceremony was attended by the following dignitaries among others;

- Dr. Aladdin Alwan, Minister of Education
- Mr. Andrew Natsios, Senior Administrator for USAID
- Mr. Lewis Luck, Chief of USAID in Iraq
- Mr. Gordon West, Assistant chief of USAID, Asia and Middle East.
- Ms. Jessica Jordan, USAID-Iraq
- Ms. Leslye Arsht, Senior Advisor to the Ministry of Education

The participants presented symbols to the trainers. One of the most beautiful symbols was the release of two live doves in the sky of the hall, a symbol of peace. Some resentment was noticed from a few participants during the first two days, specially the fact that the supervisors had to sit with the same group of the teachers.

Here are some of the participants' comments about the course:

- The manuals and the information contained were beneficial.
- The arrangement of the lectures and the time allocated were good.
- The trainers and all the working team were understandable and helpful.
- For the first time in decades, we had a real chance to express our thoughts and opinion freely.
- New methodology was introduced and learnt.
- The effort exerted by the trainers was remarkable.
- Sharing experiences was possible since teachers and supervisors sat down on the same table.
- The location of the training was suitable.

Challenges

During the holy month of *Ramadan* working hours in Iraq is reduced, therefore the training schedule was tailored for five hours over nine days, instead of seven hours over five days. Some of the participants suggested that all the training courses whether *Ramadan* or not ought to follow this schedule.

- The Number of participants was large, which did not help in open discussions or open interaction.
- Few topics dealt with Psychology or Science subjects.
- Translation was not perfect or easily understood.
- Some groups (supervisors) did not want to be with teachers in the same group, due to decades of class separation.
- Most of the participants did not completely grasp the topic called "Educational Café" and thus suggested to skip it.

Recommendation

- The training session could have been broken down into four or two groups for wider interaction and greater benefit.
- Topics to do with psychological issues and educational science could be included to enrich the learning process.
- Most of the participants indicated the necessity of having training for the primary schools in cooperation with MOE
- Most of the participants suggested to arranging computer courses to follow through with the scientific development worldwide.
- Some of the supervisors suggested forming committees to edit and revise the school curricula from first grade to twelfth grade.

- Others suggested forming committees to re-examine the final exam policy in Iraq whereby; one exam should not be the only factor for evaluating students' performance, student's activity during the year needs to be considered.
- Suggestions were made about teachers' right for early retirement.
- Professional translators should have translated the manual ahead of time.



*Training of Leaders from all Four Directorates of Baghdad
At the Hunting Club, Baghdad, November 2003*



*Exchanging Gifts by releasing doves into the hall
At the Hunting Club, Baghdad, November 2003*

TRAINING OF LEADERS -except Baghdad

Phase Three-B

Introduction

After completing Phase-Two of the project in which 63 master trainers were trained, three in each directorate, to assume their roles in training 772 leaders from all directorates of education and prepare them to train leaders, the second phase of the project began by conducting five day courses for that purpose.

The aim of preparing leaders for the training of all teachers and administrators is to create a positive atmosphere for modern education which offers successfully tested strategies to enrich, improve and comprehend the educational experience.

Procedure

Iraq Foundation (IF), Creative Associates Intl., Inc. (CAII) and the Institute of Training and Educational Development (ITED) supervised the courses of Phase-Three in all governorates, demonstrating that learning is a lively and loveable experience aiming at convincing educators that their profession is of great importance and their role is essential in building a new society.

The first steps were to meet with the master trainers and distribute the work and lectures and to make schedules. It is worthwhile mentioning the importance of abiding by the contents of the guide and conveying them to the trainees in addition to abiding by the schedule in that guide. The supervisors gave a detailed explanation of the RISE project and the role of Iraq Foundation in its implementation.

IF staff was ready to cover for any weakness during lectures, to explain and complete any of the lectures or to answer queries regarding the project or the course. Because there were only three master trainers in each governorate including teachers, educational specialists and school principals, they were in constant need of support during the lectures.

There was genuine need during the sessions to present motivating ideas and concepts during open discussions for conducting such sessions of discussion. Holding a microphone and speaking out to a group of teachers turned out to be a challenge for many, since they were not afforded the opportunity to conduct public speech or presentations. It was noticed that there was no problem presenting lesson plans which were similar to their daily tasks but the role of the supervisors was mainly to support, encourage and remind them of their long history and that they were chosen out of many to take these training courses.

The Following is a schedule of courses their time and locations:

	Course	Location	Time
1	First - A	Kurdistan and Northern Governorates Sulaimanya City Sulaimanya Governorate	30 Nov. 2003 To 4 Dec. 2003
2	First - B	Kurdistan and Northern Governorates Duhok City Nineva and Duhok Governorates	30 Nov. 2003 To 4 Dec. 2003
3	First - C	Kurdistan and Northern Governorates Erbeel City Erbeel Governorate	30 Nov. 2003 To 4 Dec. 2003
4	Second	Baghdad City Deyala, Ta'mim and Anbar Governorates	7 Dec. 2003 To 11 Dec. 2003
5	Third	Hilla City Babel, Najaf and Karbala Governorates	14 Dec. 2003 To 18 Dec. 2003
6	Forth	Nasirya City Thi Qar, Muthana and Qadissya Governorates	21 Dec.2003 To 25 Dec.2003
7	Fifth - A	Kut City Wssit and Salahiddine Governorates	4 Jan. 2004 To 8 Jan. 2004
8	Fifth - B	Basrah City Basrah and Meysan Governorates	4 Jan. 2004 To 8 Jan. 2004

In Sulaimaneya we found great support from the Minister of Education, Dr. Shawnem, which had its positive effect on the course. The Minister and coordinators received IF and Creative Assoc. staff in her private office and asked about the help that can be offered to the course. She was informed about some of the requirements such as changing the hall because it was unsuitable; the hall was replaced by another one that had been better prepared.

Dr. Shawnem continued to support the course and attended both the inauguration and certificate awarding and graduation ceremonies. She also instructed the TV staff to record the conference and designate an hour daily to broadcast it so that everyone could see what has been presented in the field of education and modification of teaching methodology by using strategies that have proved to be effective worldwide.

Throughout this period, the staff of Creative Assoc., prepared all requirements of the course to ensure its success such as preparing halls, sound systems, handouts, badges...etc. Without their support, the course would not have achieved this degree of success.

In some governorates, the location of the course had to be changed for security reasons. An example on that were the central governorates where trainees had to be brought from Deyala, Ta'mim, Salahudine and Anbar to Baghdad as the course took place in the

Babylon Hotel. Here it is worth mentioning the important work of “Diligent” which acted as a shield behind which the staff found protection in cases of emergency. Following is a summary of their services: Securing the building before being used, providing security during the courses, providing security during daily travel and after the course.

One of the main themes the course was adopting the method of group work to demonstrate democracy in discussion of concepts. A friendly atmosphere prevailed among participants which facilitated idea exchange and eliminated social barriers and cope with the new educational style provided by IF.

There were some restrictions in forming groups, such as the presence of both males and females in each group, and the presence of teachers, administrators and supervisors in each of the groups to highlight the importance of the role of administrators in adopting the changes of teaching methodology. Each group chose its reporter and speaker to organize its discussions and speak on its behalf. Groups then chose secretaries to record their views and decisions.

Daily working hours were long to change the perspective of a usual traditional working day and introduce a new atmosphere in which modern teaching methodology can be comprehended which is among the objectives of our project.

The ideal situation was to have sixty (60) trainees in the hall distributed into groups leaving enough room to be used for presentations. Reality did not always match this ambition. Many of the halls that were available were small and in many cases the number of trainees was too large and in both cases there was difficulty in achieving the program’s aims. An example is what took place in Nasirya whereby 94 trainees were placed in one medium size hall, which left little room for movement and caused chaos during discussions among groups.

It was necessary to use sound systems and visual aides, which increased the effectiveness of the courses. This was clear when trainees had a chance to use the microphone, which made them, feel important and many of them expressed their pleasure in being given such a chance to speak and be heard by master trainers.

Using televisions and computers for playing educational films gave participants a chance to closely watch other teachers from other communities worldwide in their practice and presentation of effective strategies of lesson planning.

Challenges

- There were several difficulties in transport from one place to another; some of the cars were not in good enough condition and required mechanical repair; other cars were not air-conditioned; some were too small; others attracted attention.
- Accommodation ranged from excellent to poor in some governorates, which caused exhaustion for trainers.
- Halls ranged from large and well equipped to poorly furnished and unsuitable.
- Forming groups was not easy due to the small size of halls and large number of trainees.

- In some cases teaching aides were not available and in other cases there were frequent power cuts leading to shutting down the audiovisual system.
- Discussions were interesting but too long and it was difficult to abide by time limits. This was mainly in the northern governorates where we had to bring in interpreters after we noticed that participants had difficulties understanding Arabic.

Recommendations

- More security measures are needed especially when traveling from one place to another in the open countryside.
- It is important to have enough time for planning to give the master trainers enough notice to prepare for the training courses.
- Longer breaks between the lectures is important to ease the long burden on the trainers and the trainees, perhaps adding days to the course and reducing the working hours per day.
- Provide more courses in various specialized fields such as using and handling computers and fine arts.
- Provide training courses during the summer holiday. Many participants were keen on joining such courses.
- Avoid conducting courses during Eid or other religious occasions.

Summary:

The program was implemented in cooperation with the Ministry of Education and the results were wonderful. This is due to the full support of some ministers and directors. The educational TV had an effective role in some governorates. The five-day courses were very successful despite some difficulties and sacrifices on everyone's part.

It is now possible to move into Phase-Four of the project since a large number of leaders (835) have been trained in all governorates of Iraq.

Leaders efficiently presented lectures, which added to our pride. Trainees were also given a chance to apply what they had learned in lesson planning and teaching strategies. Trainees were so pleased to have attended these courses that they suggested attending future courses with no pay. At Babylon Hotel in Baghdad some of the trainees described the training as a meeting from Heaven.

Finally, it is worth mentioning that despite the difficulties and obstacles faced in implementing these courses, trainees stated that RISE project courses were the best and most comprehensive they had ever attended.



Training of Leaders from all Governorates, Iraq December 2003 - January 2004



Training of Leaders from all Governorates, Iraq December 2003 - January 2004



Training of Leaders from all Governorates, Iraq December 2003 - January 2004



Training of Leaders from all Governorates, Iraq December 2003 - January 2004



Training of Leaders from all Governorates, Iraq December 2003 - January 2004



Training of Leaders from all Governorates, Iraq December 2003 - January 2004

REFRESHER COURSE

Phase Three-C

Introduction and Objectives

In Phases Three-A and Three-B, 835 leaders were trained in five-day training sessions in all the Governorates of Iraq. Training started on 30th of November 2003, which meant that over two months have passed since the first session took place. For this reason, it is necessary to arrange for a refresher course for two days in each Governorate. The Master Trainers and Leaders were notified about the time and place for these courses ahead of time. They were also briefed about the objectives of the course; this was to refresh their information and to remind them of previous experiences they got from the manual and the program of training. In addition, this course was another chance for them to question any clarification or ambiguity they met while studying the manual. The Iraq Foundation (IF) along with Creative Associates (CAII) and the Institute for Training and Educational Development (ITED) teams prepared the program for this course as follows:

First Day	
9:00 a.m. – 9:20 a.m.	Education in Iraq today, and in the future
9:20 a.m. – 9:40 a.m.	Fourteen characteristics of effective teaching
9:40 a.m. – 10:00 a.m.	Effective strategies in lesson planning
10:00 a.m. – 10:20 a.m.	Time/Project management
10:20 a.m. - 10:40 a.m.	Classroom management strategies
10:40 a.m. - 11:00 a.m.	Education Reform
11:00 a.m. - 11:20 a.m.	Alternative methodologies
11:20 a.m. - 11:40 a.m.	Leadership styles
11:40 a.m. - 12:00 p.m.	Working in teams
12:00 p.m. - 12:20 p.m.	Education café
12:20 p.m. - 12:40 p.m.	Creativity in classroom
12:40 p.m. - 01:00 p.m.	Managing change

Second Day	
9:00 a.m. – 9:20 a.m.	Values, Rights & Responsibilities
9:20 a.m. – 9:40 a.m.	Violence & Aggression
9:40 a.m. – 10:00 a.m.	Multiple learning styles
10:00 a.m. – 10:20 a.m.	Asking Questions
10:20 a.m. - 10:40 a.m.	Performance indicators & self-evaluation
10:40 a.m. - 11:00 a.m.	Group lesson planning
11:00 a.m. - 11:20 a.m.	Exemplary teaching practices & guide for Teacher observation
11:20 a.m. - 11:40 a.m.	What supervisors will be looking for
11:40 a.m. - 12:00 p.m.	Present & critique lesson plans (continued)
12:00 p.m. - 12:20 p.m.	Building parent & teacher relationships
12:20 p.m. - 12:40 p.m.	Building parent & teacher relationships
12:40 p.m. - 01:00 p.m.	Educational objectives (Bloom's Taxonomy)
01:00 p.m. - 01:30 p.m.	Educational objectives (Bloom's Taxonomy)

Procedure

This course was held in the Governorates within the period from 11/1/2004 to 26/1/2004. Each Directorate of Training arranged its courses as follows:

Province	From	To
Duhok	12 th Jan, 2004	13 th Jan, 2004
Mosul	14 th Jan, 2004	15 th Jan, 2004
Erbil	18 th Jan, 2004	19 th Jan, 2004
Sulaimaniya	21 st Jan, 2004	22 nd Jan, 2004
Karkh/1	11 th Jan, 2004	12 th Jan, 2004
Deyala	11 th Jan, 2004	12 th Jan, 2004
Anbar	11 th Jan, 2004	12 th Jan, 2004
Karkh/2	14 th Jan, 2004	15 th Jan, 2004
Tameem	14 th Jan, 2004	15 th Jan, 2004
Najaf	14 th Jan, 2004	15 th Jan, 2004
Thi'qar	14 th Jan, 2004	15 th Jan, 2004
Rusafa/1	18 th Jan, 2004	19 th Jan, 2004
Salahidin	18 th Jan, 2004	19 th Jan, 2004
Karbala	18 th Jan, 2004	19 th Jan, 2004
Basrah	18 th Jan, 2004	19 th Jan, 2004
Rusafa/2	21 st Jan, 2004	22 nd Jan, 2004
Babil	21 st Jan, 2004	22 nd Jan, 2004
Maysaan	21 st Jan, 2004	22 nd Jan, 2004
Qadisiyah	25 th Jan, 2004	26 th Jan, 2004
Muthana	11 th Jan, 2004	12 th Jan, 2004
Wassit	25 th Jan, 2004	26 th Jan, 2004

The Iraq Foundation (IF) arranged a program for this course, by forming five teams to supervise the courses in the governorates. Moreover, the IF staff was acquainted with the course procedures and available for help when needed. In so doing, they added to the experiences of Master Trainers in areas of group work. They were told that it was time for them to abandon individual presentation, and sole lecturing. They should look forward for changes.

IF teams scheduled their activities in the governorates as follows:

Team	D.G. of Education	Date
1	Karkh/1	11 – 12 January, 2004
	Karkh/2	14 – 15 January, 2004
	Rusafa/1	18 – 19 January, 2004
	Rusafa/2	21 – 22 January, 2004
2	Deyala	11 – 12 January, 2004
	Tameem	14 – 15 January, 2004
	Salahidin	18 – 19 January, 2004
3	Anbar	11 – 12 January, 2004
	Najaf	14 – 15 January, 2004
	Karbala	18 – 19 January, 2004
	Babil	21 – 22 January, 2004
	Qadisiyah	25 – 26 January, 2004
4	Muthana	11 – 12 January, 2004
	Thi' qar	14 – 15 January, 2004
	Basrah	18 – 19 January, 2004
	Maysaan	21 – 22 January, 2004
	Wassit	25 – 26 January, 2004
5	Duhok	11 – 12 January, 2004
	Mosul	14 – 15 January, 2004
	Erbil	18 – 19 January, 2004
	Sulaimaniya	21 – 22 January, 2004

IF teams worked hard to discuss and clarify any critical points in the program of training, in order to arouse more participation, the teams asked participants to enlist their own strategies other than those enlisted in the manual. Sometimes they asked trainees to give examples showing their own attitudes of problem solving.

Activities were presented one after the other, 10 minutes for presenting and 10 minutes for discussion. Discussion was long but interesting. The course reflected the fear of some leaders when doing their roles of training. This was mainly owing to less confidence, or because they were not fully prepared to do their tasks.

Challenges

In the Kurdish Governorates, It was not easy to stick to the time allotted for each activity because of language barrier. The manual was in Arabic and not all read or understood Arabic, this added a burden to the trainers. There were not enough copies for all the trainees. This led to other alternative plans: such as copying or printing the manual in a limited number, or suggesting that trainees could cooperate using the available copies of the manual.

Recommendations

It is necessary that training manuals reach trainees ahead of time of the course. In so doing, trainers would have enough time to study its content. Trainees were told that note taking is a great help for them when they take their parts in training. This enables them to enlist and implement every activity without the need to check in their manuals.

Concerning the Kurdish Governorates, it is necessary to have the training manuals in Kurdish. This will add to the understanding of the program. Trainees should work in teams so as to benefit from each other. There ought to be more cooperation when drawing their roles.

Summary

The reaction of trainees reflected the importance of holding the refresher course. At the beginning they were sort of afraid of playing their roles as trainers, later on there were more efforts on the part of Master Trainers and the IF teams in assisting and increasing their efficiency. The course helped much in clarifying the ambiguities of the program, and to tackle every activity in the right way.



Refresher Course at Sulaimaneya Governorate January 2004

Phase Four

TRAINING OF TEACHERS - First Session

Phase Four-A

Introduction and Objectives

With the commencement of the first session of teachers training, RISE's ultimate goal of training Iraqi teachers on modern methods of teaching has finally become a reality. The training courses are designed to expose secondary school teachers to newer methods of teaching whereby critical thinking, teamwork, respect for time, opinion forming and new attitudes in teaching were introduced. The total number of teachers trained was 22,000.

Procedure

As soon as the refresher courses were over, the first session of teachers training began a short while thereafter. The courses took place during the mid year holiday. The plan was to train some 22,000 teachers in the first course and 11,000 teachers in the second course out of a total of 64,000 secondary school teachers in Iraq. The ideal situation was to have 60 trainees per hall with two trainers in each hall to better manage the training and to increase interaction among the participants.

The three Kurdish governorates followed a different schedule since their mid-year holiday was few weeks sooner. Accordingly, the first session took place between 24-28 of January 2004 and the second session was planned during the summer holiday.

The Iraq Foundation (IF) Master trainers traveled to Erbil and Sulaimaneya to observe and monitor the training, their involvement was important to assist and offer remarks to develop the trainers task.

The halls in the Kurdish Governorates were good; they were furnished in an acceptable way. T.V. sets and VCRs were supplied. For every hall there was an organizer so as to arrange the halls, look for absentees, and make sure that trainers are present in their halls on time. The trainees were seated in groups, and for each group there was a spokesperson. There were teachers of both sexes in each room, to diverse experiences. Trainers implemented the activities within the time allotted for each.

The courses made a good impression, and were to the interest of responsible people in those governorates. The ministers of education plus dignitaries of the Directorate Governorates (DG) of education visited the centers. All showed great interest in the course program. They praised efforts and good organization and serious implementation. Media of information also showed great interest and recorded the course activities. The activities of the course were shown on the local T.V and articles were written about it in some local magazines.

The Iraq Foundation Master Trainers visited the rest of the country outside the Kurdish Governorates to field monitor the training and evaluate the program as it was being implemented. In these governorates, the first courses took place from 7-11 of February 2004. The second course was right afterwards from 12-16 February 2004. It was planned to have 22,000 teachers in the course. To a large extent it was possible to cover this number, and as follows:

FIRST SESSION 7-11 February 2004					
Directorate	Teachers	Admins.	Total	Female	Male
Alanbar	823	190	1,013	419	594
Babil	1,544	115	1,659	787	872
Baghdad/k1	1,014	161	1,175	819	356
Baghdad/k2	1,154	83	1,237	798	439
Baghdad/R1	1,329	160	1,489	1,000	489
Baghdad/R2	1,256	80	1,336	1,013	323
Basra	1,638	126	1,764	766	998
Duhok	473	68	541	246	295
Dikar	1,049	59	1,108	502	606
Diyala	531	64	595	363	232
Arbil	468	57	543	299	244
Karblaa	642	68	710	386	324
Misan	430	27	457	230	227
Almuthana	237	29	266	128	138
Ninawa	784	159	943	598	345
Alnajaf	587	66	653	370	283
Alkadisiya	657	115	790	423	367
Salah-aldin	765	220	985	477	508
Alsulaimania	1,287	129	1,416	658	758
Altaamim	324	64	388	213	175
Wasit	610	109	719	339	380
Total	17,602	2149	19,787	10,834	8953

The field reports received from the Directorates of Education, except the three Kurdish Governorates, reflected a positive picture of teachers training. The Directorates chose the best buildings available. The halls were good and well supplied; the courses were conducted responsibly and went well except for some shortcomings.

The trainees actively participated in the program. They showed comprehension of the course subject; they interacted with each other and with the trainers. The trainers were accurate in implementing the activities of the course whether in sequencing the activities or in timing them. The organizers did their job in checking the absentees and making sure those trainers were present at the training halls on time. They were punctual in filling the attendance sheets among other forms.

Dignitaries from the Governorates showed great interest in the course. They praised the organizational skills of the program and the seriousness in implementing the courses. On the last day of the course, each hall held a reception for exchanging symbols and receiving the certificates. They had time for food and refreshments, and there was an air of intimation among the trainees and trainers. The nature of the course helped create this atmosphere of friendship.

The trainers abandoned lecturing and resolved to the core of the course, which stems from the strategies of teaching. Trainees had an opportunity to exercise what they learnt by interacting along the course activities. They had enough time to express their ideas, remarks, and exchange experiences.

Challenges

The problem of language barrier was very obvious in the Kurdish governorates. The training manual was in Arabic and English and not all the trainees read Arabic. Trainees could not cover the whole subjects of the manual in a convenient way, which was an added burden on the part of trainers. They had to spend extra time and effort to ensure they covered every detail. Some halls were not to standard; the chairs were not convenient, no generators were available, nor T.V. sets or VCRs.

The planned number of teachers to be trained for all Governorates was not achieved due to a variety of reasons such as poor communication; however, a closer number was finally met. The dropouts were more considerable in the governorates other than, the Kurdish ones, besides the coincidence with the Eid and Hajj season. The final number of teachers who successfully joined the course was 19,787 out 22,000. Some, but not many trainers proved to be less than expected in their capacity to carry out the training. Some halls were very crowded with trainees due to limited space available, which impacted the implementation of the program. In such halls, trainees could not follow the films presented since the T.V. monitors were very small besides the noise factor.

The diversity in interest in the subjects of the course was obvious. Some activities took longer time than others when presented others represented a challenge to the trainers and the trainees. The training manuals did not reach the trainees on time at some centers, in other centers the quantity was missing.

Recommendations

In light of the challenges mentioned, a limit must be set to the number of trainees per hall. It is advisable to have 60 trainees in each hall for ease of training and increase interaction and two trainers per hall for ease of management and implementation. Training Halls need to be conveniently set up, well lit, supplied with comfortable chairs and desks, supplied with audio visual aids and a stand-by generator.

It is necessary to ensure the manuals are delivered ahead of time to avoid wasted efforts in training. Every trainee should have his/her copy ahead of the course to have a chance to study it properly and prepare for discussions the following day and comprehend the manual. Trainees ought to study ahead of time their courses. Inconvenient timing such as Eid or Hajj season ought to be avoided when necessary.

The manuals need to be translated into Kurdish for the governorates where Kurdish is the first language. In so doing, language barriers are avoided and the course objectives are better fulfilled.

TRAINING OF TEACHERS - Second Session

Phase Four-B

Introduction:

After the conclusion of the first session of Phase-Four, whereby 19,787 teachers, administrators and supervisors were trained in all educational directorates of the country, it was time to train roughly 11,000 more teachers to arrive at the target of 33,000 teachers. In order to achieve this, an identical 5-day course was planned to start right afterwards with the same objectives of training all secondary school teachers about modern methods of teaching which would create a new educational environment by which successful strategies are implemented. Developing education in Iraq depends upon mainly the teacher who is considered the guide to the students and on the student who is the aim of the educational process.

Procedure

To achieve the aim of this course, which is training 12,000 educationalists from all directorates of education in Iraq, the second course was implemented in all governorates except for the Kurdish Governorates in which only one course was conducted in each directorate due to the shift in their mid-year holiday.

The plan was to conduct the course during the mid-year holiday for secondary schools in order not to interrupt teaching and to use the halls and other facilities of the schools that were available in the first session.

The role of the Iraq Foundation (IF) at this stage was to monitor performance of master trainers and leaders who were trained in the previous stages, to emphasize abiding by the manuals and conveying the material clearly to the trainees, and to stick to the scheduled timing of lectures.

Trainees asked questions regarding the project to IF staff. Questions were related to the naming of the project, the role of IF in it, and how it was financed. It was suitable to give an introduction about RISE project to answer such questions.

In the Kurdish Governorates the second course did not take place for several reasons; authorities apologized for not being able to accommodate the course due to lack of time, and poor response of teachers to attending such a course and the coinciding of the Hajj season.

In all the governorates of Iraq, other than the Kurdish Governorates, the spring holiday started in the second week of February, immediately after the Hajj, which allowed all teachers to participate in the courses. The first course took place from 7th – 11th of February 2004 and the second from the 12th- 16th of February 2004 as per the schedule below:

Training of Teachers - Second Session		
Governorate	Directorates	Time
Baghdad	Karkh-1 Karkh-2 Rasafa-1 Rasafa-2	12-16 Feb. 2004
Ninewa	Ninewa Directorate	12-16 Feb. 2004
Babel	Babel Directorate	12-16 Feb. 2004
Karbala	Karbala Directorate	12-16 Feb. 2004
Najaf	Najaf Directorate	12-16 Feb. 2004
Anbar	Anbar Directorate	12-16 Feb. 2004
Dyala	Dyala Directorate	12-16 Feb. 2004
Salahuddine	Salahuddine Directorate	12-16 Feb. 2004
Ta'mim	Ta'mim Directorate	12-16 Feb. 2004
Muthana	Muthana Directorate	12-16 Feb. 2004
Qadissya	Qadissya Directorate	12-16 Feb. 2004
Thi Qar	Thi Qar Directorate	12-16 Feb. 2004
Basrah	Basrah Directorate	12-16 Feb. 2004
Messan	Messan Directorate	12-16 Feb. 2004
Wasit	Wasit Directorate	12-16 Feb. 2004

The schedule below shows the number of participants in Teachers Training in Iraq during the second session:

Second Session / 12th - 16th February 2004					
Directorate	Teachers	Administrators	Total	Females	Males
Anbar	548	65	613	229	384
Babil	1,020	59	1,079	429	650
Baghdad/K1	677	69	746	470	276
Baghdad/K2	984	93	1,077	803	274
Baghdad/R1	769	56	825	554	271
Baghdad/R2	1,284	74	1,358	868	490
Basrah	1,272	59	1,331	742	589
Dahuk	0	0	0	0	0
Dhi-Qar	646	56	702	340	362
Diyala	327	32	359	225	134
Irbil	0	0	0	0	0
Kerbala	453	25	478	222	256
Mayssan	271	25	296	151	145
Muthanna	159	28	187	98	89
Nainawa	479	90	569	376	193
Najaf	458	17	475	266	209
Qadissya	421	32	453	229	224
Saladin	432	221	653	246	407
Sulaimanya	0	0	0	0	0
Ta'meem	317	35	352	206	146
Wassit	385	47	432	225	207
Total	10,902	1,083	11,985	6,679	5,306

Since all the courses started at the same time, CAII, IF and ITED with the Ministry of Education worked together to make sure the aim of these courses are achieved. The spirit of cooperation was prominent among all parties. A form was designed by Creative Associates to evaluate these courses and it included the following:

- Name of monitor of the hall
- Names of master trainers who will implement the program; one master trainer was assigned for each 30 trainees; in halls where there were 60 trainees two master trainers were assigned
- Names of coordinators supervising each hall; their duties were to take attendance and check that all requirements were available.
- Total number of attendants specifying teachers, administrators, supervisors...etc.
- Notes on each hall; size of hall, teaching aides, sound systems, generators, handouts, chairs and tables, others.
- Obstacles.
- Recommendations.

The same program was used for all stages and courses. Group work was adopted as a demonstration of democracy in dealing between trainees on one-hand and coordinators and master trainers on the other hand, this provided an atmosphere of cooperation among members of the various groups and facilitated discussions in a modern educational style. The same restrictions were adopted in forming groups, which included both sexes. Each group chose speakers and reporters.

The ideal situation was to have 60 trainees in each hall divided into groups and to leave enough space for presentations. In many cases this was not the case. Some halls were small and overcrowded and were difficult to achieve the aims under such circumstances. An example is what took place in Ta'mim 94 trainees did not attend the first course because they were not notified due to the long holiday right before the course. Another example is the explosion in Zahrawi School, Karkh 2, in Baghdad which led to postponing the course for one day and distributing the lectures on the remaining days of the course, starting at 8 am and deducting 10 minutes of each lecture. This created some confusion.

It was of utmost importance to use sound systems and visual aides to increase the effectiveness of the course, and in cases where these systems were not available, there was chaos. Using TVs and computers to play educational films gave a chance for participants to see teachers from various cultures in practice and the implementation of various strategies of lesson planning.

Challenges

- The security situation in Baghdad and other governorates was not stable.
- Many trainees did not join the first course for various reasons such as spring holiday, hajj season, explosion taking place; this led to increase of

number of trainees joining the second course and consequently overcrowding the halls.

- In some governorates, suitable accommodation was not provided leading to trainers using hotels in other governorates and traveling many miles each day.
- No support was felt from the media to provide information about the courses to the general public.
- Halls ranged between large and well equipped to small and unsuitable. In some governorates classrooms were used instead.
- Student desks were used instead of chairs, which were uncomfortable for big trainees who had to sit the whole day.
- Grouping was not easy due to the small size of some halls.
- Few of the master trainers were below the standard and had to be replaced.
- No sound systems and teaching aides in some halls besides interruption in power, which impacted the audio -visuals when available.

Recommendations

- It is necessary to have media coverage about the training sessions so more people learn about the positive programs provided for Iraq.
- More security was needed in certain circumstances especially when traveling cross-country.
- Large and more suitable halls are key to providing the adequate environment for successful training.
- Provide more time between planning and implementation of the course to overcome logistics and preparation problems.
- Provide breaks between lectures to give a chance for trainees to socialize and exchange experience with each other. Some trainees suggested increasing the number of days.
- Provide more courses; there was a suggestion of three courses during the year, and courses to be specialized in computers or fine arts.
- Provide courses during the summer holiday; many trainees require it.
- Master trainers must intensively study the manual and all handouts prior to the course date.
- Avoid conducting courses on religious or official holidays such as Eid and Hajj.

Summary

At the end of the fifth day many trainees witnessed these five -day course to be among the most successful courses they had ever attended. Despite all difficulties and obstacles the

results were very positive. That was due to the complete support of the ministries and directorates of education in all governorates. An example of this was the Mayor of Rutba who donated an amount of \$10. to all participants for attending this exceptional course.

Some of the master trainers presented their lectures outstandingly. We recommend that all trainers study the guide and manuals well before training to be able to convey the content to all trainees.

Finally, it is worth mentioning that despite all obstacles and challenges the staff was able to be on the spot and achieve the aims of this stage in training 32,632 teachers from all governorates of Iraq.



Training of Teachers in Baghdad – February 2004



Training of Teachers in Mosul – February 2004



Training of Teachers in Basra – February 2004

CHALLENGES

The project faced many challenges, which required quick and responsible response to keep the momentum going and stay on course. It is important to note that none of the challenges, though real, prevented the program from moving forward and achieving its goals. We could classify the challenges as follows:

Security Concerns

Since the program started immediately after the war of liberation, the security situation was a serious obstacle especially for schools that are located in distant areas and cannot be reached by car, which required boats or sometimes on foot. No accurate maps for school locations were available. The security situation represented a serious problem since there were no government, police or local authority.

Social Aspects

Iraqis were not used to working with humanitarian programs and NGOs before the program started, many were reluctant to offer assistance or respond to our inquiries. On the other hand, forming groups inside the training workshops was not always easy due to the small size of halls and large number of trainees, and because the participants were not used to this type of seating arrangement. In some groups, the supervisors did not want to be in the same group with teachers, due to decades of class separation.

Organizational Weakness

The selection of the first 2% of teachers was left in the hands of the Directorate Governorates (DG). There was always the possibility of favoritism applied during their choice of candidates and not abiding by the rules of fair selection based on teacher's skills and achievements. Interviews were then conducted by the Iraq Foundation team from the pool of teachers provided by the DGs to lessen the chance of poor selection, if any.

Communication and Coordination

Communication between the DGs and the teachers was poor, which impacted the selection process; there was no direct means of communication with the schools, besides coordination between directorates of education and schools was poor too, which led to many school principals not offering information because they had not been properly notified.

ITED

Though the Institute of Training and Educational Development (ITED) personnel were supportive of the training, unfortunately, it was hard for some of them to accept change of attitude and new ideas without resentment. The presence of the Directorates was also minimal at the training sessions because RISE was a new experience for them.

Timing

One of the training workshops took place during the holy month of *Ramadan*, whereby working hours in Iraq is reduced, therefore the training schedule was tailored for five hours over nine days, instead of seven hours over five days. Some of the participants suggested that all the training courses whether *Ramadan* or not ought to follow this schedule.

Another training session took place right after the *Hajj Eid*, which impacted the preparation for the course and affected some of the teachers who went to Mecca for pilgrimage.

Logistics

There were several difficulties in transport from one place to another; some of the cars were not in good enough condition, others were not air-conditioned or were either too small or would attract attention.

The manual added a burden to the trainers; there were not enough copies for all the trainees at the right time. This led to other alternative plans; such as copying or printing the manual in limited numbers, or suggesting that trainees could cooperate with each other using the available copies.

Accommodation ranged from excellent to poor in some governorates, which caused exhaustion for trainers. Halls ranged from large and well equipped to poorly furnished and unsuitable. In some cases teaching aides were not available and in other cases there were frequent power cuts leading to shutting down the audiovisual system.

Teachers' Preparation

There is a concern that after only five days' preparation, many trainers are not well enough prepared to deliver the required training at a high standard. More time therefore is needed to assist the trainers prepare for the training courses they are required to deliver.

Language and Translation

Translation was not perfect or easily understood. Most of the participants did not completely grasp the topic called "Educational Café" and thus suggested to skip it.

In the Kurdish Governorates, It was not easy to stick to the time allotted for each activity because of language barrier. The manual in the northern governorates was in Arabic and not all participants read or understood Arabic. Interpreters were brought in to assist in translating from Arabic to Kurdish.

RECOMMENDATIONS

Security Concerns

It is necessary to provide more security measures for the staff in charge of teachers' training, especially when traveling to far away places in the open countryside. Iraq was without policing and authority for sometime after the liberation, which created a chaotic situation in some parts of the country.

The Media

Media is an important tool to raise people's awareness and to introduce the masses to the program before starting the work. The RISE project is about improving the quality of education in Iraq, which would generate interest among most educators and prepare them to the program so they would be more receptive to offering help and assistance to the RISE team. Local media needs to be involved for coverage to inform the public about the objectives of the RISE project and the benefits Iraq would gain from supporting such a noble effort.

Public announcement ought to be sent to the schools ahead of time and pinned on the bulletin board so the school teachers and students are made aware of the visit and the purpose of the visit.

Communication and Coordination

It is important to make sure that adequate number of candidates are available for the interview and that the selection process by the Directorates of Education is fair and objective. Lower number of candidates would negatively impact the process. Encourage pre-coordination between the directorates of education and the schools urging them to offer assistance to the NGOs that plan to work with them and to notify them of the date, duration and aim of team visits.

Timing

A longer, more detailed training course would give the trainers more time to absorb the program and make them better prepared to train teachers and administrators. In order to cover the 64,000 or more teachers, in-service and ongoing training, a suggestion to train during the weekends may be considered to avoid withdrawing teachers and trainers from school. A two-week course would deliver a higher standard training course.

Provide more time between planning and implementation of the course to overcome logistics and preparation problems. Provide training courses during the summer holiday, since many participants were keen on joining such courses.

Longer breaks between the lectures is important to ease the long burden on the trainers and the trainees, perhaps adding days to the course and reducing the working hours per day would be more appropriate.

Avoid conducting courses on or close to religious and public holidays such as Eid and Hajj.

Logistics

It is important that the training manuals reach the trainers and trainees ahead of time of the course. In so doing, trainers would have had enough time to study its content. Trainees were told that note taking is a great help for them when they take their parts in training. This enables them to enlist and implement every activity without the need to check in their manuals.

In light of the challenges mentioned, a ceiling must be set to the number of trainees per hall. It is advisable to have 60 trainees in each hall for ease of training and to increase interaction among the participants. Two trainers per hall are appropriate to allow them an opportunity to cooperate in delivering the training program. Training Halls need to be conveniently set up, well lit, supplied with comfortable chairs and desks, supplied with audio visual aids and a stand-by generator.

Large and more suitable halls are key to providing the adequate environment for successful training.

The Manual

Topics to do with psychological issues, educational science, civics and citizenship as well as information and communication technology could be included to enrich the learning process. Most of the participants indicated the necessity of having training for the primary schools in cooperation with MOE.

Most of the participants suggested to arranging computer courses to follow through with the scientific development worldwide.

Some of the supervisors suggested forming committees to edit and revise the school curricula from first grade to twelfth grade. Others suggested forming committees to re-examine the final exam policy in Iraq whereby; one exam should not be the only factor for evaluating students' performance, student's activity during the year needs to be considered.

Language and Translation

The manuals were prepared in English then translated on the job, it would have been better to have professional translators translate the manuals to save time.

The three Kurdish Governorates in northern Iraq did not receive the training manuals in Kurdish and on time. It is necessary to have the training manuals translated into Kurdish professionally and ahead of time to increase the understanding of the program in the Kurdish governorates.

SUMMARY

After decades of neglect in the educational sector, the RISE team successfully trained almost 33,000 secondary school teachers in Iraq about modern methods of teaching and modern strategies. The program was tailored to recognize Iraq's unique history and culture and build upon its positive aspects, modern styles in teaching. The workshops proved success for they exposed the teachers to think about their profession from a completely new angle whereby the student becomes the center of the classroom. Teaching is about engaging the students in the learning process rather than simply instructing the students to memorize and pass exams. Students need to be treated with respect, encouraged to interact in the classroom and work in groups, a style rarely applied in Iraqi schools over the past decade. It is worth mentioning that despite the challenges, Iraqi teachers were ready for change and demanded more from the program to alleviate the educational profession to newer grounds. Many valuable suggestions were collected from the participants and tabulated.

The balance of secondary school teachers who were not trained, about 40,000 are planned for June of 2004 and beyond to ensure that no Iraqi teacher is left behind. Topics such as Civics and Information and Communication Technology are planned for the second year of this program or Education-II.

**Rehabilitation of
the Institute of Training and Educational
Development**

Rehabilitation of the Institute of Training and Educational Development

The Ministry of Education assigned the task of preparing a thorough study for the rehabilitation of the Institute of Training and Educational Development (ITED) to Creative Associate International, Inc. who sub-contracted the job to Iraq Foundation.

A working group was formed for the task consisting of Mr. Muhannad Eshaiker (Field Director of the RISE project), Ms. Huda Al Dujaily (Master Trainer) and Dr. Basil Al Windawi (Educational Trainer).

It took two months to complete a theoretical and filed study. Many interviews were conducted with the Director of the institute, the heads of department as well as the staff and others involved with the institute from the Ministry of Education in order to listen to their points of view and comments about the method in which the institute functions.

The outcome of the interviews was not as fruitful as expected in identifying the real problems of the Institute because the interviewees were not accustomed to the sort of questions that involves assessment and development, moreover, the Institute suffered from looting and arson in the periods following the war in April 2003.

It is pertinent to mention that the support of the Minister of Education to this study was invaluable as he was perceptive and thoughtful in the end to the revitalization of the teaching profession in Iraq.

Three workshops were organized to present the study, discuss the drafts and listen to critique from the audience. High-ranking officials from the Ministry of Education as well as the staff of the Institute attended these workshops.

The study included the general policy, the objectives of the Institute and a detailed administrative structure through which the study specified in details the responsibilities and job description for each staff member. The study suggested policy of employment, promotions, delegations, procurements and contracting as well as the need for institutionalizing "Teaching License".

The study focused on the following criteria:-

- Transparency through work
- Accountability and discipline
- Minimizing bureaucracy
- Release potential skills
- Increase efficiency
- Decentralization of performance and implementation
- Encourage competition on regional level
- Encourage creativity through freedom and flexibility
- Commitment to the general educational policy for Iraq

The study included a detailed list of appendices that describes the duties of the Board of Trustees, the Institute's Board, the Director of Institute, the Heads of Department as well as the administrative units size and optimum staff size.

(Full report is available in both English and Arabic under a separate cover.)

Survey Program for Iraqi Schools

Survey Program for The Iraqi Schools

Aim of the program

The survey program for Iraqi schools was designed to be one of the important pillars in the rebuilding the technical and strategic aspects of the educational system in Iraq. It aims at reaching all the schools in Iraq through intensive field trips based on a modern scientific and accurate method to get comprehensive statistics of schools including all school assets such as number of students, staff, and classes, the safety of the buildings and sources of water and electricity, school supplies such as stationery, lab materials in addition to identifying the location of every school by GPS.

Procedure

The detailed information collected is saved on computers to be used later on for improving current buildings; planning new buildings and perhaps locating a few schools to become exemplary schools fully equipped with modern facilities. Analyzing the statistics is a vital and important factor in achieving future projects that aim to develop education in Iraq, such as projects for the Ministry of education or other humanitarian organizations. This data assists in estimating the amount of funds required to implement projects such as building new schools, refurbishing existing schools, school supplies, computers and other facilities that help establish a sound and developed educational foundation in Iraq. The educational sector in Iraq gravely deteriorated in the last decades due to wars and foolish economic policies by Saddam's government, which led to economic sanctions and consequently to the deliberate neglect of the educational sector.

Plan of Action

The Iraq foundation team of four master trainers set a clear plan to implement the school survey program taking into consideration; the deteriorating security situation, the limited provisions, the blockage of roads and bridges that connect different areas and the looting of schools and facilities that took place after the fall of the regime. This emergency situation led many students, teachers and administrators to stay at home and thus impacted the implementation of this program.

Accordingly Creative Associates decided to implement the project starting from the southern governorates moving north to Baghdad dividing the governorates between the Iraq Foundation (IF) and the American Islamic Congress (AIC). Iraq Foundation's share was Maysan, Wasit, Dyala; both Basra and Baghdad were shared between the IF and the AIC. Thi-Qar, Muthana, Qadisyah, Babel, Najaf and Karbala were the AIC's share.

Field Work:

The IF plan of implementation included three stages as follows (Appendix-13):

1. To form a **local team of teachers** and educationalists to work under the supervision of IF as local contractors to help implement the project by making field trips.

2. IF team to make **intensive training courses** for the local team to show them how to conduct the field visits and take inventories, how to fill in the three page information forms and how to use the GPS device and digital camera.
3. To start **implementing the survey program** by making visits to the schools assigned to them and completing the tasks required at this stage which requires a lot of preparation and coordination to ensure the safety of the team and that all schools are reached.

The IF team started its work in June 2003, by seeking teachers and supervisors to become the core members of the teams. This was achieved after interviewing about forty candidates in and around Basra. Afterwards, the intensive training courses started that took one whole day in which trainees were taught how to use the GPS device to locate schools and to use digital cameras to take photos of the damaged section of schools.

The team broke up into sub-groups made up of; one supervisor and two teachers to commence the field trips to schools assigned to each subgroup. In order for the teams to obtain the required information, interviews with the school principal, his assistant or any teacher was necessary, the forms were then filled on the spot and a tour of the school was made to verify the condition on the ground, check the facility, take photos of damages, check locations and hand in the forms to IF on the next day. The IF staff would collect the forms, download the photos from the cameras and prepare the team for the next day.

Obstacles:

The team faced several obstacles during the field trips, the following are some of these obstacles:

1. Iraqis in general are not used to such humanitarian programs, on many occasions were not cooperative and reluctant to provide assistance.
2. The security situation was a serious obstacle especially for schools that were located in distant areas and cannot be reached by car, some required boats and sometimes there were no way of reaching the school but on foot.
3. Poor or lack of means of communication with schools was a main obstacle to reach or notify the schools or the directorates of education.
4. No accurate maps of school locations.
5. No coordination between directorates of education and schools, which led many school principals not offering any information because they had not been officially and properly notified.

Recommendations:

1. To launch a media campaign to raise people's awareness and introduce them to the program before starting the work.
2. Prior coordination between directorates of education and schools to urge them offer the required assistance and notify them of the date, duration and aim of teams visit.

3. To ensure communications before beginning any of the stages of the program.
4. Security situation needs to be properly addressed by hiring bodyguards among other provisions.
5. To make sure someone is waiting for the visit and willing to help.
6. To use modern and alternative tools, so that data is properly collected and documented, since important decisions in the rebuilding program for Iraq depend upon.

Summary:

The school survey program is considered an essential program, since many programs were planned upon the data generated from it. Important decisions concerning the establishment of a sound educational system in Iraq were based upon results from the school survey program. It also served as a reference base, which provides accurate information to facilitate and speed up projects of rebuilding (Appendix- 11, 12 & 13).



*Damaged schools that were refurbished
Part of the **RISE** program*

Appendices

LIST OF APPENDICES

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Appendix-1

Self Report Questionnaire

In the name of God, the most compassionate and the most merciful

Questionnaire for the principals

Dear Sir, Dear Madam,

Good Morning.

This paper contains a number of sentences. Each one needs to be completed by choosing one of the available alternatives. Please read each carefully and indicate on the attached response sheet by marking a (v) next to the alternative you agree with. We are grateful for your cooperation in completing this questionnaire.

Notice: - We intend to keep your answers confidential, but we will use the response sheet to evaluate the applications

No.	Sentences	No.	Sentences
1.	If I rank my school on teacher performance, I would rank it... a. as one of the best b. in the middle c. toward the bottom	6.	The level of expectations for academic achievement in Iraq is a. too low b. too high c. about right
2.	In my educational career, I need... a. little change b. a challenge c. to improve my skills	7.	Education at the present time... a. I consider one of my personal responsibilities b. I don't have any advice on how to handle it c. Is the responsibility of no one in particular
3.	When I meditate about the quality of teaching in our school... a. I would like things to stay the way they are b. I think we could become more effective c. I find that the pupils are unreceptive	8.	The existing curriculum used in teaching... a. does not rely enough on student ability to repeat lesson material b. does not rely enough on student reasoning c. does not rely enough on student understanding of concepts
4.	There are practices that are regarded as "new" or "modern" that I wish... a. would be adopted by my school b. would be evaluated to see if they would work in my school c. would not be adopted	9.	The pupils should be able to... a. Understand and apply what is taught b. Compare, contrast, and analyze different points of view c. Learn without disrupting the class with arguments
5.	There are many beliefs and customs which need to be... a. Changed to suit the spirit of the present time b. Kept on to represent our cultural heritage c. Evaluated to suit our needs	10.	The relationship between the teacher and pupil is... a. Based mostly on academic engagement b. Based mostly on teachers absolute control over pupils c. not limited to a lesson or subject

11.	<p>Do you think you would be a good candidate to learn new skills and pass them on to other teachers?</p> <p>a. NO b. YES c. Maybe</p>	14	<p>As a headmistress/master, I have learned that an effective leader encourages teachers to work together with a common mission in mind</p> <p>a. Agree b. Disagree c. Don't Know</p>
12.	<p>As a headmaster or headmistress, when I reflect on the education capabilities of my school and its staff...</p> <p>a. I know who are effective teachers b. I worry about my teachers' skills c. I am overwhelmed by conflicting needs</p>	15	<p>To what extent as a Headmaster or Mistress endeavored to obtain community support of your academic program at your school?</p> <p>a. More than other schools b. Less than other schools c. About the same as other schools</p>
13.	<p>To work as an educational director or leader requires...</p> <p>a. Willingness to evaluate teacher performance b. Willingness to leave the evaluation of teacher performance to others c. Recognition that teacher evaluation can only create antagonism</p>	16	<p>If you could make one change, would it be...</p> <p>a. Select, and fire your own teachers b. Have academic program c. Remove the central role of tests .</p>

Appendix-2

Questionnaire for Interview of Candidates

The questions answered by the person who is in charge of interviewing:

- Q1. The exterior appearance? Elegant or careless

- Q2. Receiving the question? Expecting or not

- Q3. Facing the question? Confident or hesitant

- Q4. Answering the question? Coherent or incoherent

- Q5. The way of expression? Effective or ineffective

- Q6. The verbal expression? Fluent or not fluent

The questions for the interview:

- Q1. Identify yourself in the field of teaching.

- Q2. What are your achievements in the field of teaching and what are the criteria of a good teacher in your opinion?

- Q3. What subject do you teach?

- Q4. Do you find differences between boys and girls in their ability to learn? Clarify your point of view.

Appendix -3

Interview of Candidates Scoring Form

Interview form for the candidate -----

This form is to be filled by the person who is in charge of interviewing, according to his/her remarks about the candidate, by indicating a circle around the appropriate score.

No.	Variables	Alternatives			
1.	Exterior appearance	Elegant	1	Careless	0
2.	Receiving the question	Expecting	1	Not expecting	0
3.	Facing the interviewer	Confident	1	Hesitant	0
4.	Answering the question	Coherent	1	Non coherent	0
5.	Way of answering	Effective	1	Ineffective	0
6.	Verbal expression	Fluent	1	Not fluent	0

Appendix 4

Selected Candidates for M.T & Leaders by Governorate

Directorate	Trainers
Anbar	38
Babil	61
Baghdad/K1	46
Baghdad/K2	48
Baghdad/R1	53
Baghdad/R2	47
Basrah	64
Dahuk	21
Dhi-Qar	37
Diyala	66
Irbil	21
Kerbala	29
Mayssan	17
Muthanna	9
Nainawa	61
Najaf	27
Qadissya	29
Saladin	50
Sulaimanya	50
Ta'meem	31
Wassit	30
Total	835

Appendix-5

Selected Candidates for M.T. and Leaders by Gender and Title

Number and Percent by Gender and by Job Title									
	–		Principal		Supervisor		Teacher		
	N	%	N	%	N	%	N	%	Total
Female	0	0.00	22	9.20	52	21.76	165	69.04	239
Male	1	0.17	80	13.42	105	17.62	410	68.79	596
Total	1	0.12	102	12.22	157	18.80	575	68.86	835

Appendix -6

Resource Personnel for Program Design

- Dr. David Carroll, Deputy Chief of Party, CAII
- Dr. Hind Rassam Culhane, Senior Education Advisor, CAII
- Ms. Leslye Arsht, Senior Education Advisor to the MOE
- Ms. Seham Dawood, Ms. Nadia AlJadir and Ms. Bushra Jameel, Master Trainers, Iraq Foundation.
- Dr. Abdul Zahra Abbas, Mr. Abdulrazzak Khalaf, Dr. Majedah Helaiel, Ms. Muntaha Fahad and Ms. Suzan Younis, Master Trainers, ITED

Appendix-7

Resource Personnel for Training Master Trainers

- Creative Associate: Dr. David Carroll, Deputy Chief of Party
Dr. Hind Culhane, Rassam, Senior Education Supervisor
- Ministry of Education: Ms. Leslye Arsht, Senior Educational Advisor
- Iraq Foundation; Three Iraqi-American (or Iraqi-Canadian) Trainers;
Seham Dawood, Nadia Al-Jadir and Bushra Jameel
- Trainers from the Institute for Training and Educational Development (MOE):
Dr. Abdul Zahra Abbas, Mr. Abdulrazzak Khalaf, Ms Majedah Helaiel, Ms.Muntaha Fahad and Ms Suzan Younis

Appendix-8

Resource Personnel for Training Leaders

- Creative Associate: Dr. David Carroll, Deputy Chief of Party
Dr. Hind Culhane Rassam, Senior Education Supervisor
- Ministry of Education: Ms. Leslye Arsht, Senior Educational Advisor
- Iraq Foundation; Three Iraqi-American (or Iraqi-Canadian) Trainers;
Seham Dawood, Nadia Al-Jadir and Bushra Jameel
- Trainers from the Institute for Training and Educational Development (MOE):
Dr. Abdulrazzak Khalaf, Dr Majedah Helaiel, Ms.Muntaha Fahad and Ms Suzan Younis
- Karkh-1: Badreya Mahdi Ali, Enaam Abdul-Ameer Jasim, Nidhal Hashim Ahmed
- Karkh-2: Widad Jumaa, nabeel Shabo
- Rusafa-1: Layla Kadhom Muhsin, Anwar Mousa, Hameed IsmaeelSalih
- Rusafa-2: Hana Ghazi, Raad Mahmoud Ajeel

Appendix -9

Total Number of Participants per Directorate

Directorate	Leaders
Baghdad Karkh-1	45
Baghdad Karkh-2	49
Baghdad Rusafa-1	53
Baghdad Rusafa-2	47
Total	194

Breakdown of Participants per Gender for Baghdad Directorates

Gender	Number	PCT
Male	89	45.9
Female	105	54.1
Total	194	100.0

Appendix-10

School Survey-Enrolment by Gender

Governorate	Boys	Girls
Basrah	58.8%	41.3%
Muthana	60.3%	39.7%
Qadissiya	61.4%	38.6%
Babil	61.5%	38.5%
Kerb ala	61.8%	38.2%
Missan	63.8%	38.1%
Thi-qar	63.1%	37.9%
Diyala	62.6%	37.4%
Najaf	62.7%	37.3%
Wassit	65.8%	34.2%

Appendix-11

School Survey-Teacher Classroom Planning

Governorate	Students Per School	Student/Teacher Ratio	Classrooms Per Schools	Students per Classroom	Teachers Per classroom
Babil	413	11.9	11.1	37.2	3.1
Basrah	387	16.8	9.8	39.5	2.3
Diyala	331	16.9	8.4	39.4	2.3
Kerbala	358	13.8	10.2	35.1	2.5
Missan	335	16.8	9.5	35.3	2.1
Muthanna	303	17.2	9.3	32.6	1.9
Najaf	397	15.8	10.2	38.9	2.5
Qadissiya	412	13.0	10.9	37.8	2.9
Thi-Qar	334	17.0	8.1	41.2	2.4
Wassit	360	16.4	8.8	40.9	2.5
Average	368	15.3	9.6	38.3	2.5

Appendix-12

School Survey-Procurement Planning

Governorate	Schools	Students	Desks Required	Blackboards Required
Babil	186	76,883	20,311	4,459
Basrah	313	118,613	39,663	7,604
Diyala	191	61,808	17,473	4,128
Kerbala	107	38,312	11,422	2,450
Missan	69	23,105	10,869	1,807
Muthanna	57	17,283	6,990	1,335
Najaf	130	51,563	13,230	3,278
Qadissiya	93	38,341	14,888	2,596
Thi-Qar	220	73,154	22,037	4,934
Wassit	118	41,017	15,914	2,624
Total	1484	540,079	172,797	35,215

Appendix-13

School Survey Evaluation-Sample Forum

Page One: General Information

Date of evaluation: Enter the date in which evaluation was made. (day/month/year)

Location of evaluation: Circle the word that best describes the area in which the evaluation took place.

Lines of latitude and longitude: Fill the space with lines of latitude and longitude according to the manual GPS device you have been provided with.

P the symbol for position: Enter the symbol of your area according to the table of symbols.

Names of evaluators : Enter names

Official address: Enter official address used by government offices

Local address: Enter the address used by the community (using landmarks)

Page One - Information the person in charge of the school:

Name of person in charge: Enter name of person being interviewed.

Post title: Enter full title of the post of the person you interviewed

Means of communication: Enter full information on the person you interviewed/telephone number/ fax number/ address/ mobile phone number/ e mail address.

Abstention in giving information: Mark this box if the person you interviewed refuses to introduce himself.

Page One Location of School

Location of School: Enter official name of school.

Is the school building being used for more than one school: Circle the words “yes” or “no”. If answer is yes write the name of the school.

Administrative District: Enter the name of administrative district of the school.

Governorate: Enter name of the governorate the school is in.

School Number: If information is available, enter local number of the school.

Number of Ministry of Education: If information is available, enter number of identity card given by the ministry to the person who will be interviewed.

Type of school: Circle the word that best describes the students of the school.

Level of education: Mark all the levels of education offered in school, if any of the levels is not mentioned then please write it down under “others”.

Number of in which the school is used: Circle the number of in which the school is used.

School has been visited by other establishments: Mark the box and write down the name of the establishment that made the visit and the date of the visit then complete the form.

Page One Of Schools

Name of person in charge of the school: Enter the name of the person responsible for administrative affairs in the school (i.e. principal)

Title of the post: The full title of the person responsible for the school

Means of communication: Enter full information on communication with the person in charge/telephone number/fax number/personal address/ mobile phone/ e mail...etc.

Director General of governorate: Name of DG of the governorate and the person responsible for the city or village it is in (i.e. mayor, sheik, tribe leader...)

Educational director of directorate: Name of person in charge of education in the district the school is in, must be an employee of the ministry of education.

Is the administration effective: State whether the administration is currently operating or if it was operating in the past?

Teachers, administrative staff, and students: State the estimate number of each category who were present on March 1st and those who are expected to be present on November 1st.

Number of schools in the district: State the number of schools for each level (elementary, intermediate, high) in the district. If you have no accurate information you may estimate.

Is actual teaching currently taking place in the school: State whether there is actual teaching taking place.

Is teaching currently taking place in any other place: State whether teaching is being practiced outside the classrooms or outside the school.

If “yes” state where teaching is taking place.

Page One Pictures

Camera number: Enter the number of the camera that is stated on a label at the back of the camera.

Picture numbers: Enter the number of pictures taken during the visit of evaluation. At least one picture must be taken to identify the school; such as the front of the school.

Page Two- Foundation of the buildings

Note: Bombs that have not exploded, bullets, shells ...etc. (UXO)

Guide for evaluating damages of school foundations: Circle the picture that best describes the school being evaluated then mark all the fields that describe the picture.

Age of the building: State the age of the building.

Is there a sewage system: Answer with “yes” or “no”

Are there any unexploded bombs inside the building: Answer with “yes” or “no” and state whether the school building was used to store weapons.

If “yes” have they been removed? When and by whom? (army or local residents)

Total number of classrooms: Enter the total number of classrooms. If there is more than one building, state the number of classrooms in all buildings.

Number of usable classrooms: State the number of classrooms that are in useable condition.

Number of useable boards: State the number of boards that are in useable condition throughout the school.

Number of libraries: State the number of libraries in the school.

Number of halls: State the number of theaters and conference rooms in the school.

Number of labs: State the number of labs for each subject (physics, chemistry, biology, computers)

Other requirements: State the number of equipment that are in good condition and required materials (chairs, tables, sinks, shelves, stores) throughout the school.

Areas of stores: State if there are areas for storage in the school to protect school belongings. Circle the suitable field and state whether there are locks on the stores.

What cleaning materials are required before the return of students? State the cleaning materials that are needed for all the classrooms and offices. Do the windows require cleaning? Do the walls of classrooms and offices require painting? Is there only a need to sweep the floors or any other needs? Are there any non essential maintenance requirements?

Does anybody live in the building: Circle “yes” or “no”. If “yes” state who the residents are (family, government employees, army)

Page Two- Water

Circle the “yes” or “no” in the following questions:

Is there a source for water?

Is it functioning?

Is it used for drinking?

Do you think it is suitable for drinking?

Number of water taps: State the number of taps in all the school.

Number of water tanks: State the number of tanks in all the school.

Number of water pumps: State the number in all the school.

Page Two- Sewage disposal

Circle the “yes” or “no” in the following questions:

Are there any toilets in school?

Number of toilets in school?

Are they in using condition?

Is there a sewage system in the street?

Are there

Are there heaps of rubbish around the school:

State the number of rubbish containers in school.

Page Two- Getting to school:

Circle all the means of transport students, teachers, and parents can use to get to school (cars, trucks, field vehicle, on foot). Is there public transport? If “yes” state what kind of public transport is available.

Page Three - Electricity:

Does it work? Circle “yes” or “no” to whether there is electricity in school.

Power cuts: Circle “yes” or “no” to whether there are power cuts and state the period during which electricity is available.

Is there a generator in school? Is it functioning? Circle “yes” or “no” to whether there is a generator in school.

Page Three - Heating:

Is it functioning? “yes” or “no”

Electric or gas? State what kind of heating system is available in school.

Page Three - Ventilation:

Is it functioning? State whether there is a ventilation system in the school.

Number: State the number of fans, air conditioners, and others available in school.

Page Three - Technology

Circle “yes” or “no” for each field.

- 1- Is there any technology in school?
- 2- Is the technology useable?
- 3- State the number of machines and connections in school.

State the number of each of the following requirements (desks, chairs, shelves, conference tables, tables, stores, cupboards) that are available and that are needed in all the school.

Is there sufficient lighting? Answer yes or no then state whether it is natural or artificial.

Is there sufficient fixed lighting? Answer yes or no then state which of the classes have such lighting.

Are there enough light bulbs?

Page Three - Salaries (for information only)

Teacher income : State the highest, middle and lowest monthly salary for the teachers before March 1st 2003.

Average salary for the principal: State the average monthly salary for the principal of the school.

Level of qualification of teachers: Mark the field for teaching qualification.

Page three- School Supplies

Circle “yes” or “no” for the availability of each of the following items to the students before 1st November 2003 (paper, note books, pencils, art books, crayons, calculators)

Have you been promised that the above mentioned would be provided. If “yes” indicate the organization that has made the promise.

Number of tables in useable condition. State number.

Number of chairs in useable condition. State number

Is there sufficient lighting?

Are there sufficient sources of fixed lighting?

Are there enough light bulbs?

Is it possible for teachers to get the above mentioned?

Page Three - Notes

Write down all suggestions of the person you interview and all the problems and issues that need to be considered before teaching is resumed 1st November 2003. Examples should be given on cleanliness, essential materials, security, and supervision of cases of psychological or physical shock, health issues, and transportation.