United Nations Development Programme Iraq

*English Language Training for the Commission of Integrity and Other Institutions*

**FINAL NARRATIVE PROJECT REPORT**
**Project Title:** English Language Training for the Commission of Integrity and other institutions  
**UNDP Project #:** 80465  
**Project Duration:** 20 May 2012 till 31 December 2013  
**UNDP Iraq Focal Point:** Emad Alemamie  
**Funded by:** Bureau of International Narcotics and Law Enforcement (INL)

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| Output(s):                          | 1) English language training to the Commission of Integrity;  
|                                     | 2) English language program at the Judicial Development Institute;  
|                                     | 3) English language program in the other financial institutions. |
| Implementing Partner:               | UNDP Iraq |
| Responsible Partner:                | Direct Implementation Modality |
| Project Location(s):                | Baghdad, IRAQ;  
|                                     | Riverside, California USA;  
|                                     | Atlanta, Georgia USA |
### Acronyms

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<th>Acronym</th>
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<tr>
<td>AC</td>
<td>Anti-corruption</td>
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<tr>
<td>ATAC</td>
<td>Accountability, Transparency and Anti-Corruption</td>
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<td>BSA</td>
<td>Board of Supreme Audit</td>
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<td>COI</td>
<td>Commission of Integrity</td>
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<td>CP</td>
<td>Country Programme</td>
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<td>CPA</td>
<td>Coalition Provisional Authority</td>
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<td>CPAP</td>
<td>Country Programme Action Plan</td>
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<td>CSO</td>
<td>Civil society organization</td>
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<td>ESL</td>
<td>English as a second language</td>
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<td>ESP</td>
<td>English for specific purposes</td>
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<td>GFS</td>
<td>Government finance statistics</td>
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<td>GOI</td>
<td>Government of Iraq</td>
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<td>GTLI</td>
<td>Georgia Institute of Technology Language Institute</td>
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<td>HJ</td>
<td>Higher Judicial</td>
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<td>HJC</td>
<td>Higher Judicial Council</td>
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<td>IAACA</td>
<td>International Association of Anti-Corruption Authorities</td>
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<td>IG/IGs</td>
<td>Inspectors General</td>
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<td>INL</td>
<td>Bureau of International Narcotics and Law Enforcement Affairs</td>
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<td>IT</td>
<td>Information technology</td>
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<td>IZ</td>
<td>International zone</td>
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<td>JACC</td>
<td>Joint Anti-Corruption Council</td>
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<td>JDI</td>
<td>Judicial Development Institute</td>
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<td>JTI</td>
<td>Ministry of Justice Training Institute</td>
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<td>KRG</td>
<td>Kurdistan Regional Government</td>
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<td>KRSO</td>
<td>Kurdistan Regional Statistics Office</td>
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<td>M.O.</td>
<td>Ministerial Order</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NACS</td>
<td>National Anti-Corruption Strategy</td>
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<td>NDP</td>
<td>National Development Plan (Iraq)</td>
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<td>NGOs</td>
<td>Non-governmental organizations</td>
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<td>No</td>
<td>Number</td>
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<td>OIG/OIGs</td>
<td>Office of Inspectors General</td>
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<td>Q</td>
<td>Quarter</td>
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<td>SOPs</td>
<td>Standard Operating Procedures</td>
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<td>STAR</td>
<td>Stolen Asset Recovery Initiative</td>
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<td>TESOL</td>
<td>Teaching English to speakers of other languages</td>
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<td>TOEFL</td>
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<td>TOEIC</td>
<td>Test of English for international communication</td>
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<td>ToT or TOT or ToTs</td>
<td>Training of Trainers</td>
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<td>UCR</td>
<td>University of California Riverside</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNAMI</td>
<td>United Nations Assistance Mission for Iraq</td>
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Executive Summary

The aim of the *English Language Training for the Commission of Integrity and Other Institutions* was to facilitate improved English skills with emphasis on cross border investigations and international cooperation. UNDP successfully delivered a series of activities which met project outcomes resulting in improved English skills for those who participated in the classes at the Anti-Corruption Academy, the Judicial Development Institute and the US Immersion Programme.

An appropriate English as a second language curriculum was developed and implemented at the Anti-Corruption Academy in Baghdad with the provision of relevant teaching and learning materials. A curriculum was developed for the Higher Judicial Council in collaboration with the Judicial Development Institute pursuant to the specific requirements identified by the Chief Justice.

All participants who attended classes at the Anti-Corruption Academy or the Judicial Development Institute were placed into classes based on their individual performance on a standardized English language placement test.

English classes initiated at the Anti-Corruption Academy in July 2012 and completed in August 2013. There were three levels of students of English as a second language all of whom were staff from either the Commission of Integrity or the Office of Inspectors General. During the class lifecycle a minimum of 360 hours of classroom instruction was delivered by a team of three Iraqi English language teachers and a UNDP consultant. The UNDP consultant was a native English speaker with extensive Teaching English to Speakers of Other Languages with an anti-corruption legal background. The English language training programme at the Judicial Development Institute was completed early 2013.

A ninety day immersion course was successfully delivered at two Universities in the USA attended by 31 Iraqi anti-corruption personnel (12 Female and 19 Male). Sixteen students attended immersion at the University of California Riverside at the International Education Programs Department and fifteen students at the Georgia Institute of Technology Language Institute. The immersion schools provided grades which were above average and provided test results which reflected improved skills.

A training of trainers was conducted over the lifecycle of the project by the native English speaker UNDP consultant through in-service, teacher meetings, modeling and mentoring for the three English language teachers at the Anti-Corruption Academy. In further support of sustainability and the inclusion of modern English language techniques, arrangements were made for the English language teachers to participate in a Teaching English to Speakers of Other Languages at one of the identified universities. Only one teacher was able to attend and received excellent feedback.

The concrete nature of this project has been greatly appreciated and successfully completed. This project has substantiated that the new Iraq curriculum being taught provided skills for success at the American universities and has assisted in making the Anti-Corruption Academy the training facility for all oversight institutions.
I. Context

Corruption is recognized as a complex, social, political and economic phenomenon that affects all countries. Post-conflict contexts are particularly vulnerable to corruption, given that such reconstruction environments are normally characterized by large-scale injections of resources where both legal and institutional frameworks are weak, fragile or non-existent with relevant expertise scarce. In such contexts, oversight and detection of crime tend to be low; prevention and enforcement mechanisms fragile; and surviving governing structures weak in terms of financial, fiscal, administrative and regulatory capacities.

The globalization of economic and socio-economic development and the transboundary nature of corruption crimes resulted in the UN Convention against Corruption which recognizes that corruption is far reaching and undermines democratic processes, sustainable development and the rule of law. On 17 March 2008, the Government of Iraq became a States Party to the UN Convention against Corruption.

As part of their efforts to fight corruption, financial crimes, and terrorist finance, Iraqi institutions seek greater cooperation with international law enforcement authorities. Such cooperation is essential to succeed in detecting money laundering, tracing and recovering stolen assets, and extradition of suspects from foreign jurisdictions. One of the noted gaps within the Iraqi oversight institutions was the ability to communicate effectively with their counterparts worldwide. Iraqi oversight institutions recognize that they will need to dramatically increase the number of staff who have English language skills in order to effectively communicate with international counterparts.

Iraq is one of the few countries in the Middle East that has developed a National Anti-Corruption Strategy. Anti-corruption initiatives did not stand alone but have lobbied and integrated into key Government of Iraq and United Nations documents. The Government of Iraq in the 2013-2017 National Development Plan established transparency as one of the core principles and defined output 4-34: Integrity, Transparency, Accountability and Fighting Corruption.

The Bureau for International Narcotics and Law Enforcement Affairs (INL) has supported the funding of this capacity development project which was designed to enhance the ability of Iraq key anti-corruption agencies to communicate in the English language to facilitate greater international coordination and assist to build architecture for cross-border investigations. This project was arranged between INL and the Commission of Integrity with UNDP approached by INL to facilitate the project. Throughout the project UNDP has utilized an inner-disciplinary team that has minimized staff and management costs.

UNDP support has resulted in four levels of English as a second language. The resultant classes were designed to teach and enhance English language capacity to Iraqi oversight/financial institutions, the judicial and Commission of Integrity. This project English Language Training for the Commission of Integrity and Other Institutions has facilitated and documented improved English skills for the initial group, all working in one of the anti-corruption institutions and judiciary to further support the implementation of the United Nations Convention against Corruption, the Iraq Anti-Corruption Strategy and facilitate greater international coordination.
II. Performance review

Implementation strategy review

1. Quality of partnerships

The primary partnership within this project has been with the Anti-Corruption Academy in Baghdad, which is a Directorate of the Commission of Integrity. The Commission of Integrity is the lead anti-corruption agency in Iraq. This partnership has been of high quality as this project provided a hands-on consultant whom worked almost daily at the Anti-Corruption Academy to support and mentor staff of the English as a second language programme.

Partnership was developed with the Judicial Development Institute for the English language training.

This project included a component of a 90 day immersion course in an English speaking country. Every effort was made to identify schools in the USA due to the core source of funding. A shortlist of schools was developed utilizing information from the Fulbright Pre-Academic Training Program Directory Summer 2012 in which the Bureau of Educational and Cultural Affairs had vetted schools and developed a shortlist of intensive English courses. This Directory was sponsored by the U.S. Department of State. Thus, UNDP utilized the Fulbright Pre-Academic Training Program Directory 2012 looking in depth at all Intensive English courses identified. Primary criterion to shortlist included; state schools, security in the area and cities with a population of over 125,000. The respective Universities that met criteria were approached utilizing the terms of reference. Three Universities responded back and went through weighting. Two Universities were selected which were the University of California Riverside International Education Programs and Georgia Institute of Technology Language Institute. Letters of Agreement were developed in which the 90 day immersion intensive English Course was initiated in the 3rd Quarter and successfully completed in the 4th Quarter 2013. Working with the two Universities was a very positive experience.

2. Sustainability

UNDP provided technical expertise at the Anti-Corruption Academy and the Judicial Development Institute over the lifecycle of the project. This was done primarily through in-service, modelling and in-class monitoring till September 2013. Teachers’ meetings were held with primary topics including organizational issues, curriculum, strategic planning and implementation, testing, materials, and participant matters. Emphasis was on teaching higher-level students and the integration of modern English language teaching techniques into the classroom. UNDP observed, monitored and provided feedback to the Anti-Corruption Academy Iraqi English Language teachers to strengthen capabilities and promote sustainability.

Sustainability was an issue within the project and there remained high motivation to integrate modern English language techniques into the curriculum at the Anti-Corruption Academy. To support the inclusion of modern English language techniques, UNDP facilitated arrangement for the three English Language teachers to participate in a Teaching English to Speakers of Other Languages (TESOL) course. One of the three English Language teachers withdrew due to family commitments and one was not able to complete the visa process in time to attend the course.
Therefore, one teacher successfully attended the 6 week TESOL course which initiated and completed during 4th Quarter 2013.

Additionally, a curriculum was designed by UNDP at the beginning of the project to promote sustainability and continuation of English as a second language. Two curriculums were designed, one for the Anti-Corruption Academy and one for the Judicial Development Institute. The Anti-Corruption Academy curriculum was validated by the two US universities during intake testing. As the students were successful within both US universities and no significant gaps were noted, this adds to the sustainability of the project for future intake of new students at the Anti-Corruption Academy.

Management effectiveness review

1. Timely delivery of outputs

This project delivered activities identified in the agreement in a timely manner. A project extension was requested and approved. There was slippage due to a delay in the start date of the consultant and the project was extended until 31 December 2013 to allow for the completion of the immersion training courses in the United States.

2. Cost-effective use of inputs

This project made every effort to address a balance for cost effectiveness. This balance included the building of ownership in relation to inputs, deliverables and sustainability. This was specific to the development of the curriculum and the involvement of the English language teachers at the Anti-Corruption Academy within the process to increase ownership.

Additionally, concerted efforts were made to approach accountability, transparency and anti-corruption as a UNDP inner-disciplinary team. Staff costs were shared with other projects in the portfolio, which was cost effective and broadened skill sets.

III. Project results summary

In June 2012, the Anti-Corruption Academy’s organizational structure was defined in relation to Article 10 of Law No 30 (2011). The aim of the project was to facilitate improved English skills for those working in one of the anti-corruption institutions to support the implementation of the United Nations Convention against Corruption and the Iraq Anti-Corruption Strategy with particular emphasis on cross border investigations, and to facilitate international cooperation.

As part of Iraq’s efforts to fight corruption, financial crimes, and terrorist financing, the relevant Iraqi institutions have been seeking greater cooperation with U.S. and other foreign law enforcement authorities. To fully develop the potential for bilateral cooperation, relevant Iraqi institutions recognize that they needed to dramatically increase English skills in order to effectively communicate with international players on anti-corruption issues. English language skills are considered essential to their successful detection of money laundering, to their tracing and recovering of stolen assets, and to their extradition of suspects from foreign jurisdictions as well as
within the larger international structure of the UN Convention against Corruption including IAACA meetings.

The Iraqi Commission of Integrity, as lead agency, took the initiative through the Anti-Corruption Academy to develop an English language training and development plan, with the end goal of bringing a large number of Commission of Integrity employees up to a conversational level of English. In line with this plan, the Commission of Integrity requested the Bureau of International Narcotics and Law Enforcement Affairs for assistance.

This project had three outputs, which were in relation to the anti-corruption institutional structure in Iraq with specific activities identified.

1) English language training to the Commission of Integrity;
   1.1. Fulltime English Teacher/Curriculum Developer deployed;
   1.2. Training by native English speaker for 15 month timeframe;
   1.3. An immersion program in the U.S. for 3 month timeframe.

2) English language program at the Judicial Development Institute;
   2.1. Develop separate English language training curricula for English terminology for judges, prosecutors, media staff, translators and other court personnel in accordance with the standards and procedures of the Judicial Development Institute;
   2.2. Develop the capabilities of the Iraqi English language instructors employed by the Judicial Development Institutes to teach such classes.
   2.3. Develop an on-site intensive program for provincial judges if desired by the Higher Judicial Council.

3) English language program in the other financial institutions;
   3.1. Develop English language training curriculum;
   3.2. Develop the capabilities of English language teachers employed by these institutions;
   3.3. Teach higher level students;
   3.4. Provide a 90 day immersion program for students in the U.S. from other Iraqi oversight institutions fighting financial corruption.

The Office of Inspectors General came forward as the primary other institution in Output 3. There were significantly fewer staff who desired to attend English as a second language classes, with eight Office of Inspectors General staff qualifying for placement at the intermediate or advanced level. This resulted in the arrangement to integrate the eight Office of Inspectors General staff within the English as a Second Language training classes at the Anti-Corruption Academy, which is a dedicated training facility.

The inclusion of the eight staff from the Office of Inspectors General with the thirty-three staff from the Commission of Integrity to attend the English as a second language at the Anti-Corruption Academy was highly successful. Not only did this contribute to the smooth and successful implementation of the English as a second language training classes and the arrangement of the immersion courses abroad but also contributed to a better working relationship between the two agencies. Additionally this built upon the concept that the Anti-Corruption Academy is to develop capacity for all oversight agencies, as a dedicated facility.
English language training to the Commission of Integrity and other Financial Institutions at the Anti-Corruption Academy Output 1 and 3

Output 1 and 3 are reported together due to attendance at the Anti-Corruption Academy in classes at their placement level. This contributed to increased learning as there were three English language teachers and the three levels of intermediate and advanced students. There was representation of the Office of Inspectors General staff and the Commission of Integrity staff in each of the group levels.

1) English language training to the Commission of Integrity;
   1.1 Fulltime English Teacher/Curriculum Developer deployed;
   1.2 Training by native English speaker for 15 month timeframe;
   1.3 An immersion program in the U.S.

3) English language program in the other financial institutions.
   3.1 Develop English language training curriculum;
   3.2 Develop the capabilities of English language teachers employed by these institutions;
   3.3 Teach higher level students;
   3.4 Provide a 90 day immersion program from other Iraqi oversight institutions fighting financial corruption.

1.1 FULLTIME ENGLISH TEACHER/CURRICULUM DEVELOPER DEPLOYED

The UNDP Consultant was a native English speaker with extensive Teaching English to Speakers of Other Languages with an anti-corruption legal background. The UNDP Consultant took on the full-time roles in the development of curriculum, English language teacher and teacher trainer. The Consultant arrived in Baghdad May 2012 to take up her full-time duties on this English as a second language project and departed September 2013.

Completed:
Fulltime English Teacher/Curriculum developer deployed.

3.1 DEVELOP ENGLISH LANGUAGE TRAINING CURRICULUM

Curriculum Development

The UNDP Consultant, along with the UNDP Accountability, Transparency and Anti-Corruption Programme Manager, had multiple meetings in Baghdad with relevant personnel of the Commission of Integrity and the Office of Inspectors General during May 2012.

The Consultant studied the Tumooh Curriculum, which had been previously used with Commission of Integrity staff for English as a second language classes. Multiple meetings were held between UNDP and the Anti-Corruption Academy Iraqi English language teachers during May and June 2012. The purpose of the meetings included in sequence to:

i. Discussed the Tumooh program with the Anti-Corruption Academy English teachers;
   ii. Further assessed the Tumooh Curriculum in relation to the overall remit of this English as
a Second Language Project and specific to activity 3.3 to teach higher level students;
iii. Made initial assessment of the English language capacities and teaching philosophies/approaches of the respective Anti-Corruption Academy teachers;
iv. Discussed the UNDP *English Language Training for the Commission of Integrity and Other Institutions* project; and,
v. Planned for placement testing for prospective candidates for participation in the English as a Second Language Project higher level classes at the Anti-Corruption Academy.

Once the Commission of Integrity Tumooh Curriculum had been examined and assessed the UNDP Consultant took the information from meetings and discussions with the English Language teachers, Anti-Corruption Academy management and relevant Office of Inspectors General personnel as the initial point to develop an English Language Training Curriculum.

During June 2012 the English Language Training Curriculum was developed for the Commission of Integrity and the Offices of Inspectors General. Additional information was integrated into the process, which included placement testing.

The English Language Training Curriculum aim was that the participants would be able “to communicate with international players on anti-corruption and money laundering issues” and to achieve intermediate to advanced level scores on other assessment tools recommended at the completion of the English Language Training Curriculum at the Anti-Corruption Academy.

**Completed:**

*English Language Training curriculum available and piloted.*
Those attending immersion courses at the respective Universities assisted in validating the English Language Training Curriculum.

**Placement Testing**

Once the English Language Training Curriculum was completed, placement testing arrangements were made. The placement testing was prior to the start of the English as a second language classes at the Anti-Corruption Academy and considered essential to the smooth running of classes and successful learning by the participants. Thirty-seven (37) Commission of Integrity candidates were placement tested at the Anti-Corruption Academy using a standardized English language placement test in June 2012.

Thirty-three (33) Commission of Integrity personnel achieved a sufficient score on the Placement Test to participate in the advanced English as a Second Language classes. Eight (8) of the Commission of Integrity staff were placed in the Upper-Intermediate class and twenty-five (25) placed in the two Intermediate level classes.

Sixteen (16) Offices of Inspectors General candidates were placement tested at the Anti-Corruption Academy using the same standardized English language placement test in early July 2012. Eight (8) Office of Inspectors General personnel achieved a sufficient score on the Placement Test to participate in the advanced English as a Second Language classes. Two (2) of the Offices of

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1 The standard set (based on available resources, especially on the number of Iraqi English Language teachers available to teach on the ESL Academy classes) was that those ready to *begin* an Intermediate level English language course could be accepted into the ESL Project classes at the Academy.
Inspectors General staff were placed in the Upper Intermediate class and six (6) in the Intermediate level classes.

**Completed:**
**Surpassed the project outcome:**
Placement testing conducted for candidates from the Commission of Integrity and the Office of Inspectors General which resulted in the formation of three classes: one upper intermediate class and two intermediate classes at the Anti-Corruption Academy.

### 3.3 TEACH HIGHER LEVEL ENGLISH AS A SECOND LANGUAGE TO STUDENTS FROM THE OFFICE OF INSPECTORS GENERAL AND THE COMMISSION OF INTEGRITY AT THE ANTI-CORRUPTION ACADEMY IN BAGHDAD.

#### 1.2 TRAINING BY NATIVE ENGLISH SPEAKER FOR 12 MONTH TIMEFRAME.

The higher level English as a Second Language classes commenced at 11:00am on Sunday, 1st of July 2012 at the Anti-Corruption Academy in Baghdad, Iraq. Two classes initiated at the Intermediate level of instruction and one class started at the Upper-Intermediate level of instruction. The first few classes involved the Commission of Integrity staff only, who from this point will be defined as English language students from the Commission of Integrity. Shortly after the English as a second language classes initiated the eight (8) Office of Inspectors General staff who from the point will be defined as English language students from the Office of Inspectors General were integrated into the respective classes at the Anti-Corruption Academy.

There was a small amount of attrition over the early life of the English as a second language classes, due to workloads and personal reasons. One additional student joined during Stage 2, so that the final number attending the Anti-Corruption Academy English as a second language classes was a total of 32 English language students (12 Female / 20 Male). A further breakdown included 26 English language students from the Commission of Integrity Commission (9 Female / 17 Male) and 6 English language students from the Office of Inspectors General (3 Female / 3 Male).

English as a second language classes were offered at the Anti-Corruption Academy for approximately 10 classroom hours per week from July 2012 until the completion of the English as a second language classes in August 2013. The completion of the classes was triggered by the start of the immersion programme at the two Universities. Over the thirteen months a minimum of 360 hours of English as a second language instruction was delivered to the Commission of Integrity and Offices of Inspectors General English language students by a team of four teachers; three Iraqi English language teachers and the UNDP Consultant who was a native English speaker.

Three stages of English language classes were offered during the lifecycle of the project at the Anti-Corruption Academy.

**Stage 1:** Delivered 127 hours of classroom instruction on English as a second language in two Intermediate classes and one Upper Intermediate class. Following the delivery of the Stage 1 classes all participants were tested across multiple language skill areas. All the Commission of Integrity and Office of Inspectors General English language students

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2 Classes ran except during some holiday periods and during short breaks between levels.

3 Academy ESL classes, **Stage 1:** 1st July 2012 to 17th October 2012: approximately 127 classroom hours delivered, **Stage 2:** 11th November 2012 to 14th March 2013: approximately 120 classroom hours delivered; **Stage 3:** 24th March to August 2013: approximately 120 classroom hours delivered
performed sufficiently well on the tests, thus, were advanced to their next respective levels.

**Stage 2:** Delivered a further 120 hours of classroom instruction on English as a second language in two Upper Intermediate classes and one Advanced class. All the Commission of Integrity and Office of Inspectors General English language students’ progress was reviewed and moved up to the next progression.

**Stage 3:** Delivered 120 hours of classroom instruction on English as a second language in two Advanced classes and one English for Specific Purposes class which delivered TOEFL preparation and anti-corruption related input.

The three stages of general English language classes were delivered to build an appropriate and sufficient foundation across all language skill sets in preparation for English for Specific Purposes ("ESP") classes at the Anti-Corruption Academy which included TOEFL and anti-corruption related English language classes for the Commission of Integrity and Office of Inspectors General language students who had reached a sufficient level of English.

Both the attendance and the progress of the Commission of Integrity and Office of Inspectors General English language students was very good over the lifecycle of the Anti-Corruption English as a second language classes July 2012-August 2013.

The Anti-Corruption Academy English as a second language classes completed in August 2013, just prior to the departure of the selected Commission of Integrity and Office of Inspectors General English language students for the United States to attend one of the immersion courses either at the University of California Riverside or the Georgia Institute of Technology.

**Completed 3.3**
**Surpassed 1.2:**
Higher level Commission of Integrity and Office of Inspectors General English language students participated in three stages of English as a second language, moving along a continuum based on their intake placement results.
This resulted in all three groups being at the advanced stage of English as a second language at the Anti-Corruption Academy before completion of the project. Training was provided for 13 months at the Anti-Corruption Academy by three Iraqi English teachers and by a native English speaker.

**3.4 PROVIDE A 90 DAY IMMERSION PROGRAM FOR APPROXIMATELY 10 ADDITIONAL STUDENTS IN THE U.S. FROM OTHER IRAQI OVERSIGHT INSTITUTIONS FIGHTING FINANCIAL CORRUPTION.**

**1.3 AN IMMERSION PROGRAM IN THE U.S. FOR 20 COI TRAINEES THREE MONTH TIMEFRAME.**

In late 2012, UNDP Iraq initiated research into the design of the 90-Day Immersion Course for the participants from the Commission of Integrity and the Offices of Inspectors Generals who were studying intermediate or higher level English as a second language at the Anti-Corruption Academy. This included identification of weighting and methods of shortlisting professionally accredited

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4 “English for Specific Purposes” can refer to a variety of “purposes”, for example, English for Academic Purposes ("EAP") is a type of ESP, as is TOEFL, as is English for Law, etc.
intensive/immersive English Language programs to determine their suitability. Summer session was not an ideal time with several of the female student not able to attend. Thus, to facilitate gender equality and full participation the Fall Semester was selected.

The two schools were selected through the following process. It was opted that a way forward was to utilize the information from the Fulbright Pre-Academic Training Program Directory Summer 2012 in which the Bureau of Educational and Cultural Affairs had vetted schools and developed a shortlist of intensive English courses. This Directory was sponsored by the U.S. Department of State. UNDP primary criterion to shortlist included; state schools, security in the area and cities with a population of over 125,000. The respective Universities that met criteria were approached utilizing the terms of reference. Three Universities responded back and went through weighting.

Simultaneous to this process of identifying immersion schools, UNDP and the Anti-Corruption Academy initiated processes to identify which of the Commission of Integrity and Offices of Inspectors General English language students would attend immersion and how best to group the Commission of Integrity and Offices of Inspectors General English language students, either by their level in English as a second language, by oversight agency or as one group.

In preparation, UNDP and the Anti-Corruption Academy carefully monitored the Commission of Integrity and Offices of Inspectors General English language students and scanned key documents. This greatly assisted in the visa application and registration process at the respective school. Contact was initiated with the Consulate Section at the US Embassy in Baghdad for clarification and lessons learned. This project greatly thanks the INL and the US Consulate Section in Baghdad for their support through the visa and departure process. UNDP and the Anti-Corruption Academy provided academic orientation training in Baghdad prior to departure, developed tailored handbooks to assist the students through the travel process and provided an additional debrief in Amman Jordan.

Two Universities were selected during the weighting process. The two Universities selected were the University of California Riverside International Education Programs and Georgia Institute of Technology Language Institute with extremely close marks. Both facilities are long-standing, professionally accredited intensive English language programmes and approved by Fulbright in 2012 to provide Pre-Academic training programmes.

The selection of the two schools for the Commission of Integrity and Offices of Inspectors General English language students reviewed and analyzed multiple issues as it was felt that immersion was not solely academic. Rather it was desired that the Commission of Integrity and Offices of Inspectors General English language students would have opportunity to share experiences with the local culture and also be exposed to practical areas, potentially related to their field. There were discussions regarding the separation of the groups according to their English language levels. In this way it was felt that the less experienced students would not rely on the English skills of the advanced group. The weighting also identified that the two selected schools offered different opportunity. As the two schools were located in quite different areas of the US, it was determined that the selection of two schools rather than one would add richness and diversity upon their return to Iraq.

Negotiations opened with the two Universities in which UNDP did not limit review to the academic courses and materials only, examinations went into depth on housing options, adequate levels of insurance, adequate levels of security, locations to Halal supermarkets and restaurants and other aspects of quality of life.

Letters of Agreement were developed and negotiated with the two schools. Agreement was successfully reached with both schools: the University of California Riverside International Education Programs and Georgia Institute of Technology Language Institute.
Both Universities were extremely professional and ensured that all procedures were in order and that essential papers for immigration arrived in a timely manner such as the I-20 forms. Both Universities worked closely with UNDP in finding solutions when problems or issues arose. UNDP thanks both schools for their support and genuine interest to include the Iraqi Commission of Integrity and Offices of Inspectors General English language students in their autumn programs.

The visa application process for the Commission of Integrity and Offices of Inspectors General English language students moved forward in a steady way. Students kept the Anti-Corruption Academy and the UNDP Consultant up to date. Of the 32 Commission of Integrity and Offices of Inspectors General English language students who had attended the Anti-Corruption Academy English as a second language classes in Baghdad, 31 participated on one of these immersion courses in the United States.5 This is in line with the numbers initially identified in this project, through noting that from the other agencies, only five were from the Offices from the Inspectors General and 26 from the Commission of Integrity. The one student who withdrew from attending immersion was an Office of Inspector General Inspector in the most advanced class.

The 90 day immersion intensive English Course was in the fall semester thus initiated in the 3rd Quarter and completed in the 4th Quarter 2013.

During 3rd Quarter, the two highest Anti-Corruption Academy groups of 15 students initiated their studies at the Georgia Institute of Technology. This intensive immersion course completed on the 13 of December 2013 at the Georgia Institute of Technology.

The third Anti-Corruption Academy group of 16 students initiated their studies at the University of California Riverside. Therefore, students could not rely on the more advance students, due to the different locations. This intensive immersion course completed 6 December 2013 at the University of California Riverside.

UNDP made efforts to assist students upon arrival with logistical support. This included opening bank accounts and ensuring access to cash machines and ability to have US telephones. Other logistics supported included medical insurance, bus passes and internet, as well the facilitation of cultural activities.

Both schools kept UNDP updated on different issues and successes of the participants throughout the course. Reports back from the schools indicated that all students made good progress and received above average test results. Reports also indicated that student overall progress and level of English language skills was above average to excellent. Eighty four percent (84%) of the grades from the two Universities were an A or B, noting that C is considered average.

5 Sixteen (16) students attended the UCR immersion course and fifteen (15) attended the GTLI immersion course for 90 days. At the last moment, one student was unable to attend for personal reasons.
An excerpt from the final University of California Riverside report stated;

"... all the participants showed remarkable growth and perseverance in their studies. Their work ethic, attendance and enthusiasm proved exemplary, as this was commented on by community members, administrators, staff, instructors and other students. These participants were excellent ambassadors for the UNDP program, the Commission of Integrity and for the country of Iraq."

Extensive information from the Universities is available in the accompanying Annexes.

**Completed:**

Two Universities were selected. The Universities both pre and post tested which assisted in validating the English Language Training Curriculum at the Anti-Corruption Academy. The Commission of Integrity and Office of Inspectors General staff who attended the respective immersion courses received excellent marks and made gains in their overall progress.

### 3.2: DEVELOP THE CAPABILITIES OF ENGLISH LANGUAGE TEACHERS EMPLOYED BY THESE INSTITUTIONS

A further success of this project has been the contribution to develop capabilities through the ongoing in-service training of trainers at the Anti-Corruption Academy in Baghdad. This ongoing component developed the capabilities of each of the three English Language Teachers in modern English language teaching knowledge, skills and techniques.

The native English speaker UNDP consultant during May 2012-September 2013 supported inclusion of modern English language techniques through different formats. This included the ongoing use of different techniques to strengthen capacity development: in-service, training, mentoring, observation, feedback and modeling. The UNDP consultant throughout the lifecycle of her time in Baghdad regularly observed classes taught by the Iraqi English language teachers and provided both individual and team feedback on teaching performance, methodologies, techniques, philosophies and skills. There were teacher team meetings, where relevant issues were discussed which included
review of progress of teacher teaching practices and student progress. The UNDP Consultant also taught team classes, in order to model modern English language teaching techniques.

UNDP and the consultant arranged for each of the three English as Second Language teachers to receive relevant teacher training materials. These materials were utilized as self-study materials, part of teacher meetings and individual meetings as appropriate/necessary.

The training of the trainers was ongoing throughout the lifecycle of the project and was intensified during June-August 2013. In this latter period, guidelines for the training of trainers were developed and the UNDP Consultant supervised and monitored application of the guidelines for the training of future English Language teachers at the Anti-Corruption Academy.

In turn, each of these efforts furthered sustainability at the Iraqi Anti-Corruption Academy in Baghdad. In addition, the successful participation of one Iraqi English language teacher from the Anti-Corruption Academy at a tailor made teaching English to speakers of other languages course at a University of California Riverside has also contributed to the sustainability of English as a Second Language at the Iraqi Anti-Corruption Academy in Baghdad.

The number of English Language Teachers available was an issue within all stages and outputs of the project. One English Language Teacher at the Anti-Corruption Academy had to leave in the early stages of the training, and was replaced by an individual with general teaching experience but with no English language teaching experience. Additionally, the Prime Minister's Office and the Office of Inspectors General attempted to identify English language teachers but were not successful. This issue was raised repeatedly by UNDP with the Anti-Corruption Academy, the Commission of Integrity and the Office of Inspectors General. Therefore, it became imperative to further develop the capabilities of the three English Language Teachers at the Anti-Corruption Academy.

Two priorities are critical to the future success of the English as a second language at the Anti-Corruption Academy. The first is the recruitment of additional English as a Second Language Teachers. The second is to identify ways that the Anti-Corruption Academy can keep the two English language teachers who have some teaching English to speakers of other languages experience on their staff. The cross cutting questions are how will the teachers with teaching English to speakers of other languages training further their skills and how can TESOL be facilitated to new staff.

Completed:
Developed the capabilities of English Language Teachers

Custom Teaching English to Speakers of Other Languages (TESOL) Training Course for Iraq English Language Teachers

To support the inclusion of modern English language techniques and sustainability, arrangements were made for the English Language teachers to participate in a customized teaching English to speakers of other languages (TESOL) training. One of the teachers could not travel outside for extended periods of time due to family commitments. Visas were delaying for both of the other teachers, thus, UNDP contacted the University of California Riverside who released electronic TESOL training programs for both teachers who were slotted to attend the custom course and the date of start of the custom course adjusted. One teacher did not receive their visa in time to
participate thus only one6 teacher was able to attend the 6-week custom TESOL training course at the University of California Riverside which was arranged by UNDP.

The 6-week custom course included two classes based on teaching theory and three methods-based classes. The Anti-Corruption Academy English as a second language teacher was a participatory observer in two English as a second language classes which were Oral Skills Development at the 300 level and Comprehensive English Review. Additionally, the Anti-Corruption Academy English as a second language teacher had to complete five observations of professional teachers of English as a second language outside of his participatory observations, complete five observation reports, compile a comprehensive portfolio of his work, and defend his portfolio in an exit interview. The work he produced is outlined in the University of California Riverside’s Performance Evaluation of him, which is available within the Annexes.

The Performance Evaluation of this Iraqi teacher reflects that he conscientiously and professionally participated and performed on the course and that his overall performance was excellent.

The UNDP consultant can testify as to the Iraqi teacher's tremendous enthusiasm for the course he attended at the University of California Riverside and to the profound boost to his enjoyment of his chosen profession of English as a second language teaching that his attendance on the TESOL course provided him.

The Consultant is also confident that his attendance on this course has provided this Iraqi English Language teacher with substantial new knowledge and a multitude of new approaches, philosophies and techniques that he will be able to use not only in his own teaching in Baghdad but in his transference/cascading of those skills to other Iraqi English Language teachers at the Iraqi Anti-Corruption Academy in Baghdad, both existing and new.

**Surpassed Expectation**

The Custom Teaching English to Speakers of Other Languages (TESOL) Training Course was taken by one of the Anti-Corruption Academy English as a Second Language Teachers who received excellent marks.

**ADDITIONAL ACTIVITY: ENGLISH AS A SECOND LANGUAGE SHORT COURSE FOR SENIOR COMMISSION OF INTEGRITY PERSONNEL**

UNDP, by request, arranged an additional activity of English as a second language short-course for senior Commission of Integrity personnel at the Anti-Corruption Academy during August-September 2013. This short-course was delivered by the English language teachers, who were monitored by the UNDP Consultant. The UNDP Consultant provided support, feedback and necessary interventions to maximize learning.

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6 One of the teachers was unable to attend due to personal commitments in Baghdad and the other, though he had applied in time, was unable to obtain a visa for the United States

7 See, TESOL Performance Evaluation, attached as APPENDIX K to the ANNEX hereto
**English language program at the Judicial Development Institute**

**Output 2;**

2) English language program at the Judicial Development Institute;

2.1. Develop separate English language training curricula for English terminology for judges, prosecutors, media staff, translators and other court personnel in accordance with the standards and procedures of the Judicial Development Institute;

2.2. Develop the capabilities of the Iraqi English language instructors employed by the Judicial Development Institutes to teach such classes;

2.3. Develop an on-site intensive program for provincial judges if desired by the Higher Judicial Council.

**ENGLISH AS A SECOND LANGUAGE TRAINING FOR HIGH JUDICIAL PERSONNEL AT THE JUDICIAL DEVELOPMENT INSTITUTE**

Representatives of UNDP Iraq’s Accountability, Transparency and Anti-Corruption Programme and the UNDP Consultant had multiple meetings with personnel of the Higher Judicial during 2012. On each occasion, enthusiasm for English as a second language classes was expressed by personnel of the Higher Judicial Council. Discussions included assurances that things would be taken forward within the Higher Judicial Council to accommodate the delivery of the English as second language classes at the Judicial Development Institute.

In reality, facilitating output two took considerable time between UNDP Accountability, Transparency and Anti-Corruption representatives and various managers within the Higher Judicial Council to clarify the level of participation that the High Judiciary Council was interested in and the respective English language training needs. The extended timeframe was due largely to several changes of focal point within Higher Judicial personnel and the location of the English as a second language classes.

Ultimately a meeting was achieved between representatives of UNDP Iraq’s Accountability, Transparency and Anti-Corruption Programme and the Chief Justice of the Higher Judicial Council, wherein the parameters and needs for the English as a second language courses were clarified and agreed.

The Chief Justice informed UNDP Accountability, Transparency and Anti-Corruption representatives that the Higher Judicial required only General English language classes for 12 weeks. It was furthered that no TOEFL input or testing was desired and that any English for specific purposes input was only desired if the Higher Judicial participants proved to be at a high level of English language skills to benefit from such input. There was a firm requirement that the English as a second language classes for the Higher Judicial Council be held only at the Judicial Development Institute.

The UNDP Consultant developed a Higher Judicial English as a second language curriculum based on the holistic aim and deliverables in this Project against the backdrop of the assessment and discussions regarding the specifics of English as a second language. The curriculum integrated the expressed needs, which included the points raised by the Chief Justice.

The UNDP Consultant conducted placement testing for Higher Judicial candidates. Based on the English as a second language placement test results, two groups were formed at the Judicial

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8 *English for Specific Purposes* (in this case, *English for Law*)
Development Institute. One group was identified to begin English as a second language at a Pre-Intermediate level of instruction and a second group to begin at an Intermediate level of instruction.

The UNDP Consultant successfully delivered a 12-week English as a second language pre-intermediate course to fourteen Higher Judicial personnel and an intermediate course to four Higher Judicial personnel early 2013 based on the needs and requirement expressed by the Chief Justice. Materials were provided by UNDP. There were no English as a second language teachers, thus the UNDP Consultant collaborated with personnel of the Judicial Development Institute.

The Judicial Development Institute management and personnel were very co-operative and enthusiastic regarding the English as a second language classes. The Manager of the Judicial Development Institute attended the English as a second language classes. The partnership between UNDP and the Higher Judicial Council was strengthened through the successful delivery of the classes and the curriculum, which was based on the requirements expressed by the Chief Justice. This intervention provided a foundation for the Judicial Development Institute participants.

Completed:
ESL Training provided, based on the Chief Justice requirements.

IV. Project implementation challenges

Project Risks and Actions

The following key project risks have been observed over the project implementation lifecycle. A brief description is presented on the response and actions taken by UNDP Iraq to manage the risks.

1) Lack of support to develop English language capabilities from the other institutions and the judiciary.
   Response to Risk 1:
   UNDP supported the Commission of Integrity and worked to sensitize other institutions and the judiciary regarding the need for English language skills to facilitate international cooperation. UNDP continued throughout this project to build, ownership, transparency, and understanding of modern English language training techniques and curriculum. Additionally, UNDP encouraged ways forward to increase sustainability. This project adjusted the Judiciary output to meet the Chief Justice’s requirements, which resulted in approval and successful completion.

2) Potential loss of capacity of English teachers and difficulty/inability to recruit new teachers at the Anti-Corruption Academy, Office of Inspectors General/Prime Minister’s Office and the Judicial Development Institute.
   Response to Risk 2:
   The project made every effort to stay well within timeline as this project had a short duration. This resulted in the Office of Inspectors General eight staff integrating into the courses at the Anti-Corruption Academy as teachers could not be sourced within the required timeframe to be successful within the lifecycle of the project. Staff numbers at the Anti-Corruption Academy require review as one teacher left.

3) The timeline might not be adequate for staff from the Commission of Integrity and the Office of Inspectors General to complete the visa and interview process to attend the immersion component of the project.
Response to Risk 3:
The identification of schools and consensus on letters of agreement were delayed, which compounded the visa application timeframe. Therefore, additional support was offered to staff from the Commission of Integrity and the Office of Inspectors General who were to attend the immersion component to ensure that application and request for interview were completed online. Careful records were kept and documents shared with INL personnel at the US Embassy in Baghdad, who greatly assisted.

4) Process to identify schools would require that the immersion component be advertised or find a vetting process to identify schools in line with UNDP Rules and Regulations.
Response to Risk 4:
Significant research was conducted to identify a vetting process, which identified schools for the immersion programme with an effort to satisfy both the UNDP Rules and Regulations and INL as there was potential of having hundreds of schools apply to advertisement. The selected format was the Fulbright Pre-Academic Training Program Directory Summer 2012, which was sponsored by the U.S. Department of State Bureau of Educational and Cultural Affairs and administered by the Institute of International Education. This Directory was vetted by Department of State and met the UNDP Rules and Regulations, thus utilized. The two well-known and respected schools selected in the USA was a very positive experience.

5) The security issues widen and/or intensify which affect the timeline of the project or access into the International Zone 2013 or affect the immersion component.
Response to Risk 5:
Violence increased in Iraq during 2013 having the highest incidence in deaths since 2007. There have been twelve months in six years in which death were over 600 persons per month, with eight or two thirds of the high incident months of deaths at or over 600 persons a month occurring during 2013.

UNDP maintained dialogue with GoI and UNAMI regarding increasing security issues during 2013. Specific arrangements were made by the Anti-Corruption Academy for participants of the English as a Second Language courses to enter into the international zone. The Anti-Corruption Academy also maintained dialogue with their networks through the Commission of Integrity.
The project was prepared to communicate any change to the donor partner and closely monitored a series of variables.

Additionally, UNDP wrote into terms of reference access to security reports from the respective schools and identified security as one of the primary indicators. There was a need for diligence on this matter at the immersion schools as most of those identified for the immersion project had limited international travel experience and the reasonable proportion of women.

**Project Issues and Actions**

1) **Number of Teachers to Implement English as a Second Language Classes**

One of the main issues was the number of teaching personnel to implement the English as a second language classes at the Anti-Corruption Academy. While the Commission of Integrity and the Anti-Corruption Academy made efforts to procure additional teaching personnel, this was not achieved during the lifecycle of the project. The English as a second language classes were consistently delivered to three groups based on the English as a second language placement testing. The low number of teaching personnel affected the ability to cover absences of a teacher. Fortunately the English as a second language team showed flexibility and accommodated accordingly. However, this was an interim measure only and should not be considered a long-term solution.

During the lifecycle of the English as a Second Language Project, there were an insufficient number of Iraqi English language teachers in place to accommodate a new intake of students. This resulted in a gap, as the Anti-Corruption Academy could not accommodate a new intake of Intermediate level students in the Second Stage of classes. The number of teacher also affected the ability of the Anti-Corruption Academy to initiate the high number of requests for Pre-Intermediate classes.

If the aim of the Commission of Integrity and the Anti-Corruption Academy is to continue with formal, dedicated English as a second language program, then the issues of continuity and sustainability must be considered. For both of these issues there must be a sufficient number of trained English language teaching staff in place.

2) **Procurement of teaching and learning materials**

The security situation within Baghdad made it very difficult to obtain and transport teaching materials to the Anti-Corruption Academy, which lies within the International Zone. Customs issues made it very difficult to obtain the materials from outside Iraq also. Therefore, the necessary materials were ultimately obtained in Baghdad and transported into the International Zone to the Academy by individuals or facilitated through UNDP. This gap is a larger issue for the Anti-Corruption Academy and solutions are needed.
V. Lessons learnt

During the lifecycle of this project multiple lessons were learned many of which have resulted in recommendations for the future of the English as a second language in Iraq.

Despite few obstacles at times, the English as a second language classes successfully ran for 15 months at the Iraqi Anti-Corruption Academy in Baghdad. This resulted in sending a strongly prepared and substantial number of 31 Commission of Integrity and Office of Inspectors General staff (12 Female/19 Male) to the two Universities in the US for English immersion studies. The Anti-Corruption Academy English as a second language classes served as the foundation and directly related to the success of the Iraqi students during their time at the Universities.

The allocation of dedicated office space, equipment and supplies would greatly contribute to the delivery of professional and efficient English as a second language program at the Anti-Corruption Academy. This would also facilitate the establishment, development and maintenance of a teaching team ethos amongst the teachers.

A lesson learned is that there is a need for clarity and specific guidance regarding the use of teachers at the Anti-Corruption Academy teachers and other responsibilities. This is particularly insightful with the anticipated expansion of training at the Anti-Corruption within 2014. The lesson is teacher responsibilities should be pro-rated.

If a teacher is in the classroom teaching 20 hours of English language classes per week, that is a full-time teaching job: approximately 35-40 working hours per week. No other duties should be imposed on the teacher outside of those related to their English language teaching responsibilities which includes lesson preparation/planning, classroom teaching, marking of assignments, testing preparation/planning/invigilating/marking, preparation for and attendance at teachers’ meetings, report writing and pastoral duties.

If a teacher is teaching 10 hours per week that is a half-time teaching job or approximately 20 working hours per week. Any further duties assigned to that teacher should not take up more than the balance of their total contractual working hours.

For future English as a second language programming at the Anti-Corruption Academy, it is both helpful and sensible to think in terms of the progression of students through proficiency levels. This is similar to the program curriculum at the English Language Immersion Program Universities who have for example a range of proficiency levels of 100 – 700, and not use TOEFL scores.

A final lesson is that the Commission of Integrity as the lead Anti-Corruption agency in Iraq is in need to build capabilities of anti-corruption professionals including ones fully fluent in English who can continue to take the agency forward in its co-operation and partnerships both within and outside of Iraq including emphasis on senior management.
VI. Financial statement

The certified financial closure report of UNDP will be forthcoming in line with UNDP financial rules and regulations and the closure of the financial year 2013. The financial report is anticipated to be submitted in due course.

VII. Recommendations

Firstly, it is very strongly recommended that the Anti-Corruption Academy continue with formal English as a second language program, particularly now that Iraq is moving into a partnership on asset recovery.

It is strongly recommended that the Anti-Corruption Academy, as an official directorate of the Federal Commission of Integrity, offer English as a second language classes to the other relevant and interested Iraqi entities, including the Offices of the Inspectors General, Board of Supreme Audit, etc. The Federal Commission of Integrity could seek both resources as well as other forms of partnership and co-operation through this concrete linkage with the other oversight institutions, which would further support their role as “lead” oversight agency in the fight against corruption in Iraq.

It is strongly recommended that modification be made in at least two classrooms at the Anti-Corruption Academy to increase learning and be in line with best international practice.

For future English as a second language projects and programming at the Anti-Corruption Academy, it is both helpful and sensible to think in terms of the progression of students through proficiency levels. This is similar to the program curriculum at the English Language Immersion Program Universities who have for example, a range of proficiency levels of 100 – 700. This is recommended rather than establishing a test of English as a foreign language (TOEFL) score.

The present English teaching staff should be retained by the Anti-Corruption Academy. There is need for additional English language teaching staff at the Anti-Corruption Academy to accommodate new intake once all students have moved up to the next level. Teaching staff should be available to provide cover teaching in the event of teacher absences, so that the practice of having to combine classes to cover teacher absences is avoided.

In order to create a fully prepared and professionally accredited cadre of Iraqi English Language teachers, it is very strongly recommended that the Commission of Integrity and its participating partners invest in sending the Anti-Corruption Academy English as a second language teachers, who qualify to do so, on internationally recognized accredited English language-teaching course/s. It is recommended that thought be given to sending English teachers either to the US or to the UK for a one to two year Masters in Teaching English to Speakers of Other Languages (TESOL)9.

It is strongly recommended that all of the intermediate and advanced level students who participated in this English as a second language program continue to be offered classes 3-5 hours per week at the Anti-Corruption Academy at their appropriate level. Those who are at the higher

9 See: http://www.ioe.ac.uk/study/PMM9_TES9IM.html for an example of such a course in the UK
levels could be offered studying specific Anti-Corruption related materials and in-depth cases to further develop capacity.

It is recommended that senior management continue to receive English language training with flexibility considered either through courses at the Anti-Corruption Academy, short courses or one on one to build their English skills to increase participation and interaction at the international level.

The Commission of Integrity and Offices of Inspectors General students of this project could also serve as "ESL Anti-Corruption Ambassadors". The Ambassadors would speak at other relevant oversight agencies or interested partners to share their experiences on the English as a second language program, including the benefits of the immersion courses in the US. The purpose would be to generate interest in, co-operation and partnerships for future Anti-Corruption Academy English as a second language course in Baghdad and future immersion courses.

It is strongly recommended that the Commission of Integrity, as the lead Anti-Corruption agency in Iraq, continue to support students who performed well in the immersion courses in the US by considering full-time, anti-corruption relevant degrees in an English speaking country. Performance information is available from the Universities in both reports and transcripts.

Finally, the success of this English Language Training for the Commission of Integrity and Other Institutions project should be utilized as a motivator, both to the Commission of Integrity and to the Offices of Inspectors General, to continue what has been started and attract additional candidates to the Anti-Corruption Academy English as a second language programme. This would include internal nominations by the two institutions currently involved with additional oversight institutions encouraged to become involved. The curriculum has shown that it has strength to move students through a continuum of intermediate to advanced English as a second language and provide skills that students would require for international study. Further actions for sustainability could include requests for institutions to contribute resources to fund the classes and immersion courses abroad as well as furthering the capabilities of the English as second language teachers at the Anti-Corruption Academy.
VII Annexes

ANNEX 1:
Student Assessment- Immersion Project Performance
Georgia Institute of Technology
Language Institute

ANNEX 2:
Final Report- Immersion Project Performance Evaluation
University of California, Riverside
International Education Programs

ANNEX 3:
Final Report- Teaching English to speakers of other languages TESOL
University of California, Riverside
International Education Programs
ANNEX 1:

Student Assessment- Immersion Project
Performance
Georgia Institute of Technology
Language Institute
Student Assessment Form

Student Name: __________, __________
(family) (given)

Individual Skill Rating

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5 Near Native ability (fluent; can easily communicate/understand ideas)
4 Advanced Ability (somewhat fluent; can communicate/understand ideas with few errors that interfere with comprehensibility/understanding)
3 High Intermediate Ability (somewhat fluent; can communicate/understand ideas some errors, occasionally interfere with comprehensibility/understanding)
2 Low Intermediate Ability (not fluent, but can communicate/understand ideas frequent errors)
1 Elementary Ability (little ability to communicate/understand
N/A Not enough data to assess

Discussion

In every class at the GTLI, Maisal made among the most progress of anyone in the group. In all the skill areas he studied, he exhibited significant improvement in grammar. Not only his writing but also his speaking became much more accurate and comprehensible as a result of his increasing mastery of English grammar. This improvement bled over into his receptive language skills also as both his listening and reading abilities developed. His language skills reflect the general thoughtfulness with which he approaches topics and assignments. As he continues to work in English, he will continue to learn content-specific vocabulary that will further build his communicative ability.
Student Assessment Form

Student Name: Al-Zaidi, Haida
(family) (given)

Individual Skill Rating

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3 High Intermediate Ability (somewhat fluent; can communicate/understand ideas some errors, occasionally interfere with comprehensibility/understanding)
2 Low Intermediate Ability (not fluent, but can communicate/understand ideas (frequent errors)
1 Elementary Ability (little ability to communicate/understand
N/A Not enough data to assess

Discussion

The most obvious improvement in Mr. Al-Zaidi’s language is clearly in his oral skills. His listening skill has seen major improvement in his time here at the GTLI, and his speaking accuracy has seen a similar jump. Somewhat reticent by nature, by the end of the last session, Mr. Al-Zaidi was able to offer an extended impromptu presentation of a topic with a considerable degree of clarity and fluency. One of his great advantages as a communicator is his logical way of proceeding, and his command of English now allows him to express his insights clearly and forcefully. He is similarly clear in writing though has some relatively simple mechanical issues to deal with in his writing.
Student Assessment Form

Student Name: Al-Badri, Mohammed

(family) (given)

Individual Skill Rating

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1 Elementary Ability (little ability to communicate/understand)
N/A Not enough data to assess

Discussion

We are happy with the progress demonstrated by Mr. Al-Badri during his time here. We have seen significant improvement in his communicative abilities in both speaking and writing. In speaking, his accent has become clearer with new control of syllable and word stress, and he organizes his presentations comprehensibly; in writing, he can structure his texts with information in the places it needs to be for clarity. He readily communicates in various types of written and oral formats. As such an effective communicator, he’ll continue to refine his already accurate use of verb tenses and syntax.
## Student Assessment Form

**Student Name:** Al-Dabbagh, Mohammed

**Individual Skill Rating**

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- **N/A** Not enough data to assess

**Discussion**

Mr. Al-Dabbagh came into the GTLI needing to work on basics like grammar and vocabulary. He diligently focused on these areas, and we noted a substantial improvement in the passive language skills of listening and reading. His improvement in reading was especially noteworthy. In terms of his productive skills, an improvement in Mr. Al-Dabbagh’s speaking skills was similarly apparent. He’s especially effective in small group discussions. With his evident mastery of the basics of English grammar, Mr. Al-Dabbagh will continue to build his effectiveness in a formal presentation format as well as in writing.
**Student Assessment Form**

**Student Name:** Al-Gburi, Sura

(family) (given)

**Individual Skill Rating**

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1 Elementary Ability (little ability to communicate/understand)

N/A Not enough data to assess

**Discussion**

Ms. Al-Gburi showed herself to be a very dedicated and focused student at the GTLI. As a result of her focus, we saw a big improvement in her ability to express her insights in clear, direct English. In terms of grammar, vocabulary and comprehensibility, Ms. Al-Gburi’s fluency improved markedly. As improved as her spoken English was, she showed even more pronounced improvement in her reading skills. She has a keenly analytical mind, and she is quickly able to understand the gist of a reading text and to identify the strengths and weaknesses of the author’s writing. She is highly qualified in her use of the English language.
Student Assessment Form

Student Name: Al-Khudairy, Bassam
(family) (given)

Individual Skill Rating

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N/A Not enough data to assess

Discussion

Mr. Al-Khudairy is one of the most-improved language learners in his cohort. His most significant progress is in the area of recognizing and using vocabulary, and it's because of his effort in this area that his reading and listening skills have registered such great improvement. Mr. Al-Khudairy reads much more strategically than he did before his study, and he's become quite adept at inferring the meaning of words and passages that might not be immediately obvious. He will continue to develop his language skills in the area of grammar, and as he continues to make that progress, he'll see even further progress.
**Student Assessment Form**

Student Name: Al-Mahdi, Noor

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- **1**: Elementary Ability (little ability to communicate/understand)
- **N/A**: Not enough data to assess

**Discussion**

Ms. Al-Mahdi made striking progress in her time here at GTLI. As a result of her significant progress in acquiring vocabulary and learning to employ a variety of grammatical structures, her improvements in both listening and reading are outstanding. She understands the majority of information that comes her way and is able to critically assess it. Even in terms of her writing and speaking, the new vocabulary and improved grammar make her a far more effective communicator. As she continues to develop her skills in English, she’ll soon build the organizational patterns that will make her an even more effective communicator. To date, though, her improvement in our program has been outstanding.
Student Assessment Form

Student Name: Al-Momen, Hayder

(family)                                     (given)

Individual Skill Rating

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N/A Not enough data to assess

Discussion

Mr. Al-Momen's language abilities improved across the board during his time at GTLI. His most significant improvement was in oral comprehension; he can clearly understand and analyze what he hears in both a lecture and a conversation format now. With these abilities, he's able to use his speaking skills to communicate his ideas and insights clearly and fluently. He's also able to understand and respond, in a thoughtful and accurate way, to information in a text. All of these imply the high quality of Mr. Al-Momen's ability to function in the English language.
Student Assessment Form

Student Name: Al-Sattar, A

(family) (given)

Individual Skill Rating

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Discussion
Ms. Al-Sattar was one of the most-improved students in our program, experiencing especially significant progress in her listening and reading skills. Our faculty generally observed her ability to absorb and use new vocabulary quickly. This improvement not only helped her oral comprehension but aided her in quickly grasping the significance or reading texts. Due to her excellent analytical skills, Ms. Al-Sattar quickly learned to infer both definitions of unfamiliar vocabulary in English and unstated information underlying a point in a written text. In addition to these skills, she demonstrated an excellent ability to verbally communicate her ideas.
Student Assessment Form

Student Name: Al-S__hammari, R____
(family) (given)

Individual Skill Rating

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N/A Not enough data to assess

Discussion

Oral skills were Mr. Al-S__hammari’s weakest language area upon entering the GTLI, and it’s in that area that he’s seen the most progress. Although oral comprehension sometimes remains a challenge for him, he now understands significantly more verbal information than he did at the beginning of the program. His speaking has seen very significant improvement as he’s increased his active vocabulary and refined his spoken grammar. Mr. Al-S__hammari’s next area of growth will be in writing. He has excellent analytical skills and will only need to increase the variety and accuracy of his sentence structures to see continued development in that area.
Student Assessment Form

Student Name: Al-Tuhafi, Mustafa

(family) (given)

Individual Skill Rating

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**Discussion**

Mr. Al-Tuhafi has good English language skills. His speech is generally clear, his conversational fluency is excellent, and he organizes formal presentations effectively. He's also an excellent reader, able to recognize main ideas and details as well as make inferences and analyze texts. With his current level of fluency, he'll readily continue to build his vocabulary and intuit the genre requirements of various writing contexts.
Student Assessment Form

Student Name: _______ Jassim, _______ Mohammed
  (family)                               (given)

Individual Skill Rating

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N/A Not enough data to assess

Discussion

Mr. Jassim exhibited clear improvement in several areas of his language skill while studying here at the GTLI. Mr. Jassim came to us a good reader who could discern the general ideas and examples in an English text, but his comprehension clearly improved as his vocabulary developed. His excellent critical thinking skills served him well in his reading classes as well as in his writing and oral skills classes, which both called for analytical responses to information. He's a clear and thoughtful speaker with little accent interference that would make him difficult to understand. The improvement in Mr. Jassim's listening skill is particularly noteworthy. If any area remains for his future improvement, it would be in his writing, where he would benefit from continued focus on grammatical accuracy.
Student Assessment Form

Student Name: Mohsin, Julinar
(family) (given)

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Discussion
Ms. Mohsin is the type of student whose improvement isn't always captured by an assessment such as the PBT. While she clearly improved in her grammar, vocabulary use and overall fluency, it's in her oral responses to what she hears and reads that we most clearly see the accuracy and depth of her understanding of what she encounters in English. Ms. Mohsin is not only able to tease out the general ideas from the details in readings, conversations and lectures, but she's very capable of applying her keen sense of critical analysis to the information and to then explore assumptions and consequences of the information she has accurately understood. And she does this fairly accurate language. She is very effective in the English language.
Student Assessment Form

Student Name: Najeef, Mohammed

(family)                               (given)

Individual Skill Rating

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Discussion

Mr. Najeef is an intelligent, analytical thinker who has the language skills to use his intellectual abilities skillfully in English. In reading, he readily understands meaning, synthesizes information and evaluates it quickly, even in large quantity. This ability indicates the depth of his fluency in reading. In language production skills, he has a wide vocabulary though he can speak slowly as he chooses his words and grammar structures. Even in speaking, though, the keenness of his thought shows through in the methodical way he can put information together. He has some minor, lingering mechanical issues in writing, but for the most part, Mr. Najeef is highly effective in English.
Student Assessment Form

Student Name:  Sами, Ханейн
(family) (given)

Individual Skill Rating

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5  Near Native ability (fluent; can easily communicate/understand ideas)
4  Advanced Ability (somewhat fluent; can communicate/understand ideas with few errors that interfere with comprehensibility/understanding)
3  High Intermediate Ability (somewhat fluent; can communicate/understand ideas some errors, occasionally interfere with comprehensibility/understanding)
2  Low Intermediate Ability (not fluent, but can communicate/understand ideas (frequent errors)
1  Elementary Ability (little ability to communicate/understand
N/A Not enough data to assess

Discussion
Ms. Sами made some impressive gains in fluency during her time here at the GTLI. Her progress is most notable in reading, where she demonstrated her accurate comprehension by writing insightful analyses and doing clear, effective presentations on the material. She’s very effective at organization and coherence in both of these skill areas. Ms. Sами also made clear progress in vocabulary building, progress which resulted in her becoming a much more effective Communicator. She’ll continue to refine her language skills as she gets more practice at presenting and at writing longer texts.
ANNEX 2

Final Report-
Immersion Project Performance Evaluation
University of California, Riverside
International Education Programs
The sixteen participants arrived September 16 for a 2-week special program, followed by a 10-week Intensive English Program where they were integrated with students from different cultures. The participants ranged in skill sets and backgrounds; they were distributed among sections in four different language levels (300-600), but joined together for a specialized TOEFL preparation class. The latter proved difficult for many as they had not had prior test preparation practice; however, all students progressed and applied the necessary skill sets.

In general, all the participants showed remarkable growth and perseverance in their studies. Their work ethic, attendance and enthusiasm proved exemplary, as this was commented on by community members, administrators, staff, instructors and other students. These participants were excellent ambassadors for the UNDP program, the Commission of Integrity and for the country of Iraq.

The following document provides details of how test scores are evaluated in UCR International Educations Programs (IEP), a comparative of the two Accuplacer testing sessions, including the numerical breakdowns of each sub-test and an analysis of each students’ profile, pattern and growth. The report also outlines some of the learning related extracurricular activities the UNDP participants engaged in over the 12-week program. The final Performance Evaluations for each participant accompany this document as electronic attachments.

Testing:

The International Education Program department offers multiple programs that range from cultural orientations to professional diploma programs. As such, the testing platforms for non-academic programs may differ, but the Accuplacer test is used for all language proficiency and professional programs.

Accuplacer, a College Board platform, is commonly used in North American secondary, tertiary and language based education programs. An adaptive computer based test, Accuplacer allows for immediate assessment of proficiency levels and accurate placement practices. The score ranges of the three sub-tests are determined by each institution to meet their individual proficiency cut off scores. IEP has had success in pinpointing the exact range of scores that meet
the eight different levels of language proficiency currently offered. IEP is confident in the placement process and the internal interpretation of the scores.

### Test Score Divisions by Program:

<table>
<thead>
<tr>
<th>PROGRAM or LEVEL</th>
<th>Accuplacer Level Range</th>
<th>Entry TOEFL</th>
<th>Entry IELTS</th>
<th>Lexile Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCP</td>
<td>550</td>
<td>80</td>
<td>6.5-7</td>
<td></td>
</tr>
<tr>
<td>EAP</td>
<td>530</td>
<td>71</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TESOL</td>
<td>530</td>
<td>70</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EIB/IOF</td>
<td>500</td>
<td>61</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>More than 111</td>
<td>520</td>
<td>69</td>
<td>5.5</td>
</tr>
<tr>
<td>600</td>
<td>101-110</td>
<td>500</td>
<td>59</td>
<td>5</td>
</tr>
<tr>
<td>500</td>
<td>89-100</td>
<td>475</td>
<td>50</td>
<td>4.5</td>
</tr>
<tr>
<td>400</td>
<td>73-88</td>
<td>450</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>300</td>
<td>59-72</td>
<td>420</td>
<td>30</td>
<td>3.5</td>
</tr>
<tr>
<td>200</td>
<td>50-58</td>
<td>350</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>100</td>
<td>30-49</td>
<td>325</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>Pre-100</td>
<td>29 and below</td>
<td>Below 325</td>
<td>Below 15</td>
<td>0-2</td>
</tr>
</tbody>
</table>

### Accuplacer Test - Section Breakdowns

ACCUPLACER assessments are computer-adaptive. Questions are selected based on skill level; the response to one question will determine the difficulty level of the following question.

**Language Usage (LU)** - test section on knowledge (not application) of grammar skills:
The English-As-A-Second Language (ESL) Language Use test, comprised of 20 questions, measures a student's proficiency in using correct grammar in English Sentences.

**Reading Skills (RS)** - test section on reading comprehension and working vocabulary capacity:
The English-As-A-Second Language (ESL) Reading Skills test, comprised of 20 questions, measures a student's ability to accurately read English through comprehension questions based on short reading passages.

**Sentence Meaning (SM)** – test section is considered to be most important test section: The English-As-A-Second Language (ESL) Sentence Meaning test, comprised of 20 questions, measures how well a student understands the intended and/or inferential meaning of complex and compound
sentences in English. This test also measures a student’s understanding of grammar applications through sentence combination and comprehension questions.

### IEP Placement Scale

<table>
<thead>
<tr>
<th>Level Placement</th>
<th>Cumulative Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>20-29</td>
</tr>
<tr>
<td>100</td>
<td>20-49</td>
</tr>
<tr>
<td>200</td>
<td>50-58</td>
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<tr>
<td>300</td>
<td>59-72</td>
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<td>400</td>
<td>73-88</td>
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<tr>
<td>500</td>
<td>89-100</td>
</tr>
<tr>
<td>600</td>
<td>101-110</td>
</tr>
<tr>
<td>EAP/700</td>
<td>111 - 120</td>
</tr>
</tbody>
</table>

### UNDP Testing Comparisons

Participants were tested upon arrival (09/13) and these test results determined the placements for the 10-week Intensive English Program. During Week 10, students were tested again in order to have a statistical measure of progress. Since the questions are randomly issued no student would ever encounter the same sets of questions, nor would two students ever have the same test.

As students answer questions correctly, the Accuplacer test search engine selects questions that advance in degrees of difficulty. While the Accuplacer test can only measure how well a student does on that test on that given day, it does produce a general assessment of the individual’s language proficiency in three sub-areas (Grammar, Reading and Sentence Meaning). We are comparing the student’s abilities in these areas based on pre-study and post-study tests.

Important Note on the Accuplacer Test: Each test question response determines the difficulty level of the next question.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Incoming Test Data 9/13</th>
<th>Outgoing Test 12/4/13</th>
<th>Level Advance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Hammari</td>
<td>Iman</td>
<td>Level 300 LU 69 RS 89 SM 54</td>
<td>Level 400 LU 70 RS 91 SM 66</td>
<td>1 level</td>
</tr>
</tbody>
</table>

While increments in the first two sub-sets may appear small, it is important to note that Iman progressed in every area, with the most growth in the critical subset of Sentence Meaning. This pattern represents well-rounded and steady language skill development, with a significant advancement in more sophisticated linguistic arenas.
Ghassan made significant improvements in Language Usage, which suggests that grammar rules and foundational skills required particular attention. This pattern represents that Ghassan achieved remarkable development in grammar skills while advancing and retaining his skills in Reading and Sentence Meaning. With more practice, Ghassan can easily advance in all areas.

Nazar clearly improved in Grammar skills, which is what the Language Usage test evaluates. Because this is the first of three subtests and the student correctly answered higher level questions (as compared with the 09/13 test) Accuplacer automatically generates much more complex questions. There was significant improvement in Reading Skills which demonstrates reading comprehension as well as inferencing skills. The final subset, Sentence Meaning, demonstrates progress and although the numerical value appears small, this test is indicative of more sophisticated language skills.

Almar made progress in each sub-set, with specific growth in Language Usage (Grammar) and Reading Skills. This pattern now demonstrates a more even distribution across this skill sets. Based on his responses to questions, Accuplacer would have generated more challenging questions in Reading and in Sentence Meaning. While his first test corresponds with the 400 level placement, his Reading skills were not as developed as the other areas. With continued language practice, Almar could steadily progress as his skill sets are well-rounded.
Haider came into the program with strong Grammar skills for the 400 level. Moving down one point in Language Usage or 2 points in Reading is not of concern, especially when the growth in Sentence Meaning is factored (22 points). This distribution indicates that Haider concentrated on developing more complex language skills. His scores are now more evenly distributed, which indicates strength in all areas. Again, this demonstrates a well-rounded linguistic competence and a positive indicator for continued growth.

Marwa demonstrated strength in the more complex and holistic language skills in her first testing. This may be a result of consistent practice in oral skill development - where the idiomatic, anticipatory and inferential language skills are heightened. Marwa possesses an innate understanding and appreciation of English; however, Marwa did not come into the program with strong Grammar skills. Lacking a sound Grammar foundation impacts the ability to communicate effectively in writing. The comparison between the entry and exit tests reveals Marwa had tremendous growth in her understanding of grammar rules and functions. With this foundation, Marwa can continue to advance her language skills without experiencing significant learning curves in any one specific language area.

Raghad made steady progress in Grammar and significant progress in Reading Skills. The comparative between the first and final tests, reveals that her Reading proficiency has now reached the required placement level and her discrete skills areas are now more evenly distributed. This pattern suggests that Raghad worked diligently to developing her skills in the following areas: vocabulary, comprehension and inferencing. While the Sentence Meaning appears to have dropped in points, it is important to be mindful that the last test session is Sentence Meaning and the degree of difficulty in the questions is heightened by the answers generated from the first two sub-sections. Raghad was answering much more challenging questions in her exit test as compared to her initial test.

Feed demonstrated an even distribution within the sub-sets of his first test. His placement in 400 was determined on these scores. The second testing reveals significant improvement in the Language Usage and Reading scores and this indicates that Feed focused on strengthening these areas. Again, the questions generated for Sentence Meaning would be more advanced based on his responses to the first two sub-tests. Feed has much stronger foundations in reading and grammar now, so the more sophisticated and advanced language proficiency areas will be easier to attain and retain with continued study.
Wael clearly made great strides in his language proficiency in all sub-sets. While his initial scores placed him correctly in the 300 level, his final test would place him in our 500 level. This pattern demonstrates unusual advancement, but in each area. This indicates that he would be able to access the content and achieve the learning outcomes at a higher level because he now possesses the study skills to support such an advancement. While it is possible that his responses in the first test did not reflect Wael’s true abilities in the different sections, it is equally possible that Wael’s growth has direct correlations to his dedication in studying and to being in an English immersion program.

Maha, like several of her peers, demonstrates a small dip in Language Usage with clear growth in Reading Skills and Sentence Meaning Skills. This pattern could indicate that her entry Grammar skills more than met the requirement for the placement level and her focus of study instead concentrated on improving the higher level skills. The 500 level is moving into advanced reading, writing and research skills. Her test results show an increase in the more advanced areas and the even distribution indicates that Maha would easily navigate more complex studies in the future.

Milad made steady progress in every area. Her initial testing reveals strong Reading skills and a good overall balance in her skills. In the second testing, Milad’s increase in Grammar skills indicates that there may have been some functional areas which required more practice or clarification. Milad will benefit from more opportunities to demonstrate her language skills and continued immersion courses with integrated skill sets would be ideal. Milad has strong core competencies and a well-rounded language proficiency profile.

Husam remained strong in his Grammar or Language Usage knowledge; his areas of growth were in Reading and Sentence Meaning, which indicates that he progressed in vocabulary knowledge and usage, reading and inference skills as well as comprehensive sentence and paragraph construction skills. Husam demonstrates a fairly balanced profile and would easily access the next level of learning content.
Haneen came in with strong Grammar skills. Her first testing revealed a more advanced knowledge or practice of grammar foundational skills than that of reading, comprehension and sentence combining skills. Her last test demonstrates growth in the aforementioned areas and indicates a more advanced and polished understanding and application of language skills. Haneen made significant advancement in the more sophisticated sub-sets that measure language proficiency.

Marwa demonstrated strength in all areas in her first testing. Both of her tests reveal a very balanced profile; her second test reveals steady progress in each area. This suggests that Marwa has strong foundations and the progress in each level indicates attention and development in each area of study. This suggests that Marwa practices the integration and application of all sub-skills in learning English. She made remarkable, steady progress.

Ihsan developed in all areas of language proficiency. He had strong scores in his initial test and the learning outcomes, concepts and applications at the 600 level are challenging for learners who have not had prior immersion experience. Ihsan managed to further develop his grammar skills through indirect, holistically-framed instruction; his ability to integrate concepts and models is demonstrated in his second set of test scores. These advancements suggest an advanced understanding and application of language skills. Because of the balance between these scores, Ihsan is a strong candidate for higher levels of English courses. His success in the more challenging 600 level with integrated curriculum (no separation of reading, writing or grammar instruction/classes) and the growth in Accuplacer test sub-scores is an accurate measure of true language development and application.

Performance Evaluations & Grades:

The Performance Evaluation Reports provide the grades for each class. These are comprehensive grades that include quiz, assignment, homework, presentation, mid-term and final exam results. A passing grade indicates 70% and above, so a grade of C- or better is a good grade, particularly for students who are new to Intensive English or Immersion program structure. While attitude is not measured, it is usually revealed in overall attendance and grade evaluation. The UNDP students did exceptionally well.
Extra-Curricular Activities:

Riverside Police Department (RPD) Thursday, September 19

The UCR United Nations Development Programme cohort participated in a cultural-awareness training with members of the Riverside Police Department (RPD). This was facilitated by the UCR International Education Programs Department, in collaboration with Elena Romine, a UCR instructor and contracted diversity trainer with the RPD. Elaine Romine specializes in diversity issues and diversity training; she and spearheaded this special program with the local and campus police departments.

RPD was pleased to welcome the Iraqi students to their (monthly) training session, which provides an exchange between international students living in Riverside and the community police. This is an exchange we have offered students over the past two years with the local police department; the exchange has been identified as a best practice in community relations training for police in the area. Our international student body is typically diverse, so this was a special opportunity extended just to the UNDP participants.

Students were provided transportation to and from the Police Department and were required to bring passports as a form of legal identification. Participants were escorted by several UCR staff members, including Jane Brouillette and Elena Romine.

The first hour consisted of a department tour, with ‘behind the scenes’ viewing and discussion on the police department. The second hour was an open session with street clothed officers and detectives who were interested in hearing about the students’ understanding of American police, what policing is like in their home country, and what concerns they have about safety in Riverside/US. The students also had plenty of time to ask questions, and become familiar with processes.

UNDP participants were given time in the training simulation room where an RPD trainer projects lifelike interactive scenarios on a large screen and participants must decide how they will react, and if, or when, they would use a weapon. The simulator records the shots fired; then members of the RPD evaluate whether the decisions to use force were corrective and effective. All UNDP students had an opportunity to try a simulation, and this generated much discussion about weapons and police-work, as well as how police officers’ actions are evaluated.

Following the tour, students were introduced to about 20 local policemen and detectives; groups were established for discussion sessions where participants and local officers could exchange questions and experiences with each other. This portion of the visit lasted about 45 minutes; both students and police were very interested in each others’ work. In observing the discussions, the Police Captain noted that community policing appeared to be a topic of high interest to the students. She then provided a 20 minute lecture on the concept of community policing and RPD’s unique practice.

The visit was highly successful and interesting for both sides. The RPD had offered to take interested UNDP participants on ride-alongs during their time in Riverside, but unfortunately, the RPD security screening process could not be facilitated in time.

We would certainly recommend keeping this as an early component of UNDP orientation to the US and Riverside, should we host another group in the future. Participants typically leave these sessions feeling like American police are much more approachable than they thought they would be, and the UNDP group was no exception.
Conversation Partner Program

In order to support linguistic immersion and provide avenues for socio-cultural integration, IEP hosts a Conversation Partner Program. This program pairs intensive English students with native community English speakers, most of whom are UCR domestic students. There are also several community volunteers such as high school students, retirees, pre-service teachers and occasionally, select UCR staff. International Education Programs provides a specialized Coordinator for the Conversation Partner Program. The Coordinator is responsible for the selection and training of the Community Partners, pairing the international students with the Community Partners, arranging the schedules, facilitating the sessions (only on UCR IEP property) and monitoring the attendance requirements of the program. All Community participants are carefully vetted and thoughtfully selected to match the needs or interests of their visiting international student.

Here is the breakdown of the Community Partner volunteers for Fall 2013:
90.60% of the Conversation Partners were UCR students, 0.49% was an IEP staff member, 0.49% was a TESOL Pre-service teacher, 0.49% was an IEP Student Assistant, 0.99% represents UCR main campus staff and 6.93% are vetted Riverside community members.

Students were paired with 1 conversation partner (tutor) for the Fall 2013 quarter. While it is possible for students to make special requests (i.e. a female student may request a female conversation partner, or a more mature student could request an older Community Partner), none of the UNDP participants had any special requests. Occasionally, international students request that another student participates in the sessions (2:1), but in such a case, both students would be from different countries, with diverse levels of English. Traditionally, partners meet for one hour once a week, but some students request the twice a week option. During the one-hour discussions each week, the tutor will invite casual and general discussions, entertain questions that the student may have, and/or discussion on any topics of interest for the student(s). Sometimes, tutors will use a structured activity like a card game or prepared discussion points. The UNDP students participated regularly in this program and the Coordinator of the program extended deadlines for application as there were a few individuals who missed the original cut-off date to join the program.

Additionally, our Conversation Partner program offers a Conversation Club that meets in the evening once per week and provides structured opportunity for interaction with American students around activities like American board games, ‘table topics’, and utilization of a ‘Toastmasters’ model for building confidence in engagement in general or casual discussions with American peers and community members. This is a highly popular option and many of the UNDP participants took advantage of this program as well.

Riverside District Attorney’s Office

This was another special event designed solely for the UNDP participants. Riverside City Hall and Elena Romine helped coordinate this meeting with the Riverside District Attorney’s Office. Participants were provided with transportation there and back, following a special dinner with the Dean of Extension, Sharon Duffy, Associate Director of IEP, Valerie Hodge and Professor Elena Romine.

After touring the District Attorney’s Building, the Head District Attorney, Gerald Fineman, presented an overview of the legal system and the work of district attorneys. There were many opportunities for the UNDP participants to ask questions and compare legal points. The Head
Public Defence Attorney, O. G. Mango also presented on the work in his area, specifically, the legal responsibilities and societal obligations his office holds. The life cycle of a crime was examined, with a focus on what rights and responsibilities the accused has as well as the concept of juried trials. The resources for victims of crimes, particularly domestic violence, were presented by Kim Conover. After her presentation of the outreach provided to victims, she then escorted the group on a tour of the secured building section where the victims are counseled and often prepared to testify.

From there, the presenters and the UNDP group walked to the courthouse to be welcomed by Judge John Malloy. He invited the group into his chambers and asked them what part of the US legal system they wanted to know more about or understand. Upon hearing that the jury system was of interest, he sent everyone out to his courtroom. The court reporters asked the participants to sit in the jury seats; the District Attorney, the Defense Council and Judge Malloy re-enacted the process of jury selection and explained how it fits into the US legal system. The participants were encouraged to ask questions and answered questions about the legal system in Iraq. Everyone involved in this activity felt it was informative and promoted a sound cross-cultural understanding.

Concluding Comments:
This was a remarkable group – both as individuals and as a collective. They were a joy to work with and everyone is eager to host another Iraqi group. We are grateful for the opportunity and willing to help support any future endeavors.

We are more than happy to provide feedback or a lessons learned document from our perspective.

If there are any questions regarding this, or any other report for the UNDP program at UCR International Education Programs, please feel free to contact Valerie Hodge directly.

vhodge@ucr.ucr.edu
ANNEX 3

Final Report
Teaching English to Speakers of Other Languages
TESOL
University of California, Riverside
International Education Programs
ANNEX 3

TESOL Certificate Programs

Performance Evaluation for Ali Adel al Taie

Background

The Extension Center at the University of California Riverside has offered training programs for teachers of English to Speakers of Other Languages (TESOL) for over 30 years. Our training programs include customized certificates for teachers of English in a foreign language context. The goals for this type of program are: 1. to expose English teachers to an all-English instructional environment in order to increase English language teaching skills, 2. to introduce teachers to instructional strategies that would help develop their students’ English proficiency, and 3. to develop academic English language proficiency for English teachers.

Special TESOL Program

Ali Adel al Taie completed a six-week, customized version of our special TESOL training programs. Ali’s coursework included two classes based on teaching theory (Components of TESOL, part A and Frameworks and Methods of TESOL) and three methods-based classes (TESOL Conversation Methodologies, Grammar Methodologies part A, and How to Teach English through Song). Ali was also a participatory observer in two ESL classes (Oral Skills Development at the 300 level and Comprehensive English Review). In addition, Ali had to do 5 observations of professional ESL teachers outside of his participatory observations, complete 5 observation reports, compile a comprehensive portfolio of his work, and defend his portfolio in an exit interview.

Performance Evaluation for Ali Adel al Taie

Throughout this challenging coursework, Ali demonstrated excellent performance. His assignments were completed in a thorough and timely way. In his weekly meetings for Components of TESOL part A, he came prepared not only with his homework, but also with interesting and well-conceived questions about the teaching methods and strategies he had read about and seen in his observations. He was open to new ideas and approaches to teaching, and he often volunteered ideas for how he could apply the new information to his teaching context in Iraq.

Ali’s portfolio and exit interview confirmed that Ali had conscientiously applied the knowledge he gained during his coursework. In his observation report, he described methods and techniques that he observed, and considered how to apply them in his classroom. He included two artifacts that he could use for future teaching. He also reflected on his teaching at the pedagogical and critical levels, even describing the sociocultural ramifications that changes to his teaching style may have. He demonstrated eagerness to employ new methods, and to share these methods and techniques with his colleagues.
Ali received official grades for two classes: *Components of TESOL part A* and *How to Teach English through Song*. He received As for each of these courses. He also received a Pass for his comprehensive portfolio and his exit interview. (These two elements were assessed on a pass/no pass basis).

Ali’s instructor from *TESOL Conversation Methodologies*, Melissa McDonald, describes Ali as “a joy to have in class. He was motivated, friendly, focused, fun and well-prepared. He mixed well with the other students, consistently turned in professional assignments and actively participated in all class discussions and presentations.” In general, Ali was highly motivated during this program, as evidenced by his excellent attendance, his attention to detail in completing class and program assignments, and his willingness to consider and apply new teaching methods and techniques. His attitude was consistently positive, and he was a pleasure to work with during this program.

Other teachers in similar positions to Ali may also be able to benefit from this type of program. Not only did Ali have the opportunity to learn new teaching methodologies and reflect on his current practice, he also had the chance to develop his language proficiency in the context of American culture.