

**United Nations Development Group Iraq Trust Fund**  
**Project #:B1-36**  
**Date and Quarter Updated: 1 October – 31 December 2012 (4<sup>th</sup> Quarter)**  
**OPERATIONALLY CLOSED**

**Participating UN Organisation:** UNESCO

**Priority Area: Inclusive Economic Growth/  
Sector: Education**

**Government of Iraq – Responsible Line Ministry:** Ministry of Higher Education and Scientific Research (MOHESR), Ministry of Labour and Social Affairs (MOLSA) an Ministry of Education (MoE) at the Kurdistan region (KRG).

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| <b>Title</b>               | <b>Improving Quality of Technical and Vocational Education and Training in Kurdistan Region</b>  |                      |            |                        |                                   |
| <b>Geo. Location</b>       | Erbil, Sulaymaniah and Dohuk   |                      |            |                        |                                   |
| <b>Project Cost</b>        | US\$ 1,000,000   |                      |            |                        |                                   |
| <b>Duration</b>            | 18 months +13 months extension   |                      |            |                        |                                   |
| <b>Approval Date (SC)</b>  | 24/05/ 2010  | <b>Starting Date</b> | 26/05/2010 | <b>Completion Date</b> | 26/11/2011 extended to 31/12/2012 |
| <b>Project Description</b> | <p>The project aims at supporting the Technical and Vocational Education and Training Sector (TVET) in Kurdistan Region through developing and strengthening the institutional capacity to operate a demand driven training system of the Ministry of Higher Education and Scientific Research -Foundation of Technical Education and the Ministry of Labour and Social Affairs - Vocational Training Centers and by Ministry of Education – Vocational Training Preparatory Schools by addressing aspects of the current and future TVET system needs to deliver quality education.</p> <p>The Project seeks to enhance the capacity of human resources towards achieving quality education. It will capitalize on the achievements of UNESCO and its UN partners previous TVET projects in Iraq such as the TVET “Improving Quality and Relevance of Technical and Vocational Education and Training (B1-28)” project that was implemented in partnership with ILO and UN-HABITAT aiming at improving the skills of the labour force through developing improved programmes and services that will enhance their employment and productivity potential and create supportive environment for the growing private sector.</p> |                      |            |                        |                                   |

**Development Goal and Immediate Objectives**

Strengthened institutional and human capacity of the education sector to deliver quality education

**Outputs, Key activities and Procurement**

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| <b>Outputs</b> | <p><b>Output 1:</b> GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system</p> <p><b>Output 2:</b> KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p> <p><b>Output 3:</b> MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps</p> <p><b>Output 4:</b> MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p> <p><b>Output 5:</b> Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p> <p><b>Output 6:</b> Key KRG stakeholders better aware of the importance of technical and vocational</p> |
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|                    | education for youth and their role in country's development  |
| <b>Activities</b>  | <p><b>1.1</b> Establishment of agreements of collaborations with the private sector in selected TVET careers.</p> <p><b>1.2.</b> Pilot training of selected private sector's employees to be mentors</p> <p><b>2.1</b> Training of teachers to improve their capacity to adopt interactive and motivating teaching methodology, and concept of measurement and evaluation in schools.</p> <p><b>3.1</b> Training of teachers to adopt learning outcomes and steps approaches to foster the flexibility of the learning process.</p> <p><b>4.1</b> Integration of the activities foreseen in the agreements of collaboration with the private sector (output1) in the selected TVET career programmes; and implementation of the same during the first semester of the 2012-2013 academic year.</p> <p><b>5.1</b> Revision and Development of training material in employability and entrepreneurship skills.</p> <p><b>5.2</b> Piloting the training material developed for training graduating students and unemployed youth</p> <p><b>6.1</b> Designing and implementing an awareness raising media campaign</p> |
| <b>Procurement</b> | None.  |

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| <b>Funds Committed</b>     | <b>USD 976,094</b>                    | <b>% of approved</b>  | <b>97.61</b> |
| <b>Funds Disbursed</b>     | <b>USD 776,359</b>                    | <b>% of approved</b>  | <b>77.64</b> |
| <b>Forecast final date</b> | <b>31<sup>st</sup> December, 2012</b> | <b>Delay (months)</b> | 13           |

| <b>Direct Beneficiaries</b>       | <b>Number of Beneficiaries</b>  | <b>% of planned (current status)</b>      |
|-----------------------------------|---|---|
| Men                               | 80  | 100%                                      |
| Women                             | 25  | 100%                                      |
| Children                          | -   |   |
| IDPs                              | -   |   |
| Others                            | Participating ministries and offices, private sector companies that contributed to collaboration with TVET institutes, and community at large |   |
| Indirect beneficiaries            | Technical and Vocational Education students   | 230 students of KAB classes (MOE and FTE) |
| Employment generation (men/women) |   |   |

| <b>Quantitative achievements against objectives and results</b>  |  |            |
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| <b>Output 1:</b> GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system | <p>The following activities were implemented in the 4<sup>th</sup> quarter:</p> <p>- Result 1: The Standardized Template of contract of collaboration was renamed as the "Standard Regulations" (governing collaboration between the private sector and TVET institutes) and was finalized. Individual regulations were drafted and approved for each separate type of collaboration (8 in total). The Standard Regulations (and related attachments) were accepted without further revision by the stakeholders at the 2<sup>nd</sup> Working Group meeting on 6 November, 2012.</p> <p>-Result 2: The first results of the agreements of collaboration signed by the automotive companies in September were realized. November witnessed the pilot implementation of two forms of collaboration: study visits to companies, and in-company training/job shadowing for teachers. Three vocational teachers from Usta Rajab Vocational School had their first day of Job Shadowing on 7 November at National Automotive Trading/Audi for 3 hours concerning new car technologies. The School's first study visit to Skoda (Shireen Company) also took place in September, attended by teachers and 17 students. Follow up sessions for both types of collaboration were organized and carried out.</p> <p>- A training for improving the partnership between the private sector and TVET institutions was organized (November 2012). It involved 5</p> | <b>90%</b> |

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|  | <p>employees from the car maintenance sector, 7 teachers from TVET institutions and 5 Ministry representatives.</p> <p>Result 3: Foundational curriculum extension content for two TVET curricula in the auto maintenance sector/courses was developed in December. This included a proposal for curriculum reorganization to include activities foreseen by the standard regulations; a curriculum extension outline for vehicle maintenance that incorporates modern vehicle technologies; and a short policy brief oriented for policymakers proposing the first steps in the creation of a modern telecommunications TVET curriculum that is in line with the guidelines and recommendations included in the standard regulations. It is important to note that, given the unforeseen length of time it took to complete the private sector assessment, this component had to be severely narrowed in scope. Furthermore, foundational curricula content was basically non-existent in order for the content to be reorganized. A comprehensive, dedicated effort at curriculum drafting and revision is necessary in order for the curricula to be modernized, perhaps to be included in a future project.</p>   |      |
| <p><b>Output 2:</b><br/>KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p>                        | Fully achieved in 3 <sup>rd</sup> quarter 2012.   | 100% |
| <p><b>Output 3:</b> MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps</p> |   |      |
| <p><b>Output 4:</b><br/>MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p>  | <p>This Output is linked with output 1. The distribution of the Reports about the assessment of employers perception of the TVET sectors including a comprehensive analysis of weaknesses and strengths, and of the skills needed by the labour market, will constitute an extremely important tool for guiding the decision making process of all TVET providers to design trainings which satisfy the labor market requirements. This has been achieved also through the establishment of partnership between three car companies and the Usta Rajab Vocational School, for which several modalities of collaboration took place in November. There is much room for such activities to be expanded in terms of the number of companies providing on-the-job training (and other forms of collaboration), and the number of TVET institutes involved in such collaboration.</p> <p>- Another milestone in the project was the fact that the Curriculum Development Committee of the Ministry of Education opened up and integrated an expert from a car company as an advisor in the curriculum development process over the course of the meetings and workshops this quarter. This was achieved during the course of the meetings and workshops. With the right follow-up, all future curriculum development can involve the input of the private sector in this fashion. Replication of such activities is necessary for this to become an abiding feature of regular curriculum development in the TVET sector.</p> | 100% |
| <p><b>Output 5:</b> Improved capacity of MOHESR and</p>  | <p>A UN Agency to UN Agency Agreement was signed with ILO Regional Office in Beirut. The aim of the agreement was to adapt the Know About</p>   | 95%  |

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| MOLSA staff to offer market-responsive employability skills to Kurdish youth  | Business (KAB) Curriculum to Kurdistan context and to translate it in Kurdish. Besides, a capacity development of teachers was implemented and the curriculum piloted in schools during the first semester of the 2012-2013 academic year. The second week of October the piloting of the entrepreneurship curricula started in 10 different TVET school under MoE (6) and FTE (4). The piloting of the curriculum, taught by MoE and FTE teachers trained in September constitutes the second phase of the capacity development programme they're part of. The piloting lasted for 15 weeks, for a total of 90 hrs. From 9-11 December, a follow-up workshop was held for KAB facilitators to introduce to them new contents being introduced in the 2013 version of the KAB curriculum. |             |
| <b>Output 6:</b><br>Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development | A company for developing the campaign was identified and the materials developed through November and beginning of December 2012. The project witnessed some delay in the implementation of this campaign, but ultimately all materials, including radio and TV spots, flyers and posters were circulated and broadcast during December 2012. A follow-up evaluation will take place to gauge the effectiveness of this form of awareness-raising.  | <b>100%</b> |

| <b>Qualitative achievements against objectives and results</b>   |
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| <ul style="list-style-type: none"> <li>• On 6 November 2012: Working Group for studying the establishment of collaboration between companies of the vehicle sector and MoE was organized and all members agreed on the final form of Standard Regulations (and Attachments to Standard Regulations) for 8 different forms of collaboration between the private sector and TVET institutes.</li> <li>• Development of foundation curriculum extension content in December (i.e. outlines, with course specifications, but excluding detailed curricular material such as lessons) for the automotive sector, as well as a curriculum extension outline for Modern Vehicle Technologies. Curriculum development component also included a proposal for the initiation of development of a telecommunications curriculum in future projects, or to be carried out by the Curriculum Development Committee independently.</li> <li>• Development of awareness campaign materials was completed; a broadcast schedule was decided with Korek TV and Channel 4 in Kurdistan, as well as three radio stations. Implementation of the campaign occurred—in December of 2012.</li> <li>• The final external evaluation of the project is due to take place in early February 2013 after ensuring that all activities and disbursements are finalized. An evaluator was selected and hired during the reporting period.</li> </ul> |

| <b>Main implementation constraints &amp; challenges (2-3 sentences)</b>   |
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| <p>The main challenges and constraints were as follows:</p> <ol style="list-style-type: none"> <li>1) Unwillingness (or inability) of telecommunications sector companies to participate in activities related to private sector collaboration (lack of authority due to mergers with European companies, lack of time)</li> <li>2) Extremely weak or nonexistent curriculum in the target sectors (automobiles and telecommunications) made it impossible to provide curriculum reorganization without complete redrafting of the curricula themselves, from the bottom up.</li> <li>3) Lack of time in general to implement project activities. Projects with activities that involve the collaboration and input of so many stakeholders would benefit from increased time for implementation.</li> <li>4) Some issues with the partner ministries' "micro-managing" UNESCO aspects of the implementation, such as design of awareness campaign materials, choice of broadcast stations, etc. This caused some delays in the implementation of the project.</li> <li>5) Lack of attendance/weak attendance at meetings and workshops by various stakeholders.</li> </ol> |