



**PROMOTING CIVIC VALUES AND LIFE SKILLS FOR ADOLESCENTS (12 TO 19 YEARS OLD) THROUGH EDUCATION IN IRAQ
FINAL PROGRAMME¹ NARRATIVE REPORT**

Programme Title & Number
<ul style="list-style-type: none"> • Programme Title: Promoting civic values and life skills for adolescents (12 to 19 years old) through education in Iraq • Programme Number: B1-34 • MDTF Office Atlas Number: 00073627

Country, Locality(s), Thematic Area(s)²
Country: Iraq (Baghdad, Erbil, Thiqr, Salahedine) Thematic Area: UDNAF Human Capital Priority Area (formally Education sector)

Participating Organization(s)
UNESCWA (lead agency) UNESCO UNFPA

Implementing Partners
Ministry of Education (MoE), Ministry of Labor and Social Affairs (MoLSA), Ministry of Human Rights (MoHR), Ministry of Youth and Sports (MoY&S), in addition to the Ministry of Education (MoE), Ministry of Social Affairs (MoLSA), Commission for Human Rights (CHR) and Ministry of Youth and Culture (MoY&C) in KRG

Programme/Project Cost (US\$)			
MDTF Fund Contribution: • <i>by Agency</i> <table border="0" style="margin-left: 20px;"> <tr> <td>ESCWA \$ 1,448,695</td> </tr> <tr> <td>UNESCO \$ 1,227,205</td> </tr> <tr> <td>UNFPA \$ 1,159,134</td> </tr> </table>	ESCWA \$ 1,448,695	UNESCO \$ 1,227,205	UNFPA \$ 1,159,134
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UNESCO \$ 1,227,205			
UNFPA \$ 1,159,134			
Agency Contribution			
Government Contribution			
Other Contribution (donor)			
\$ 3,835,034			
TOTAL:			

Programme Duration (months)	
Overall Duration	36 months
Start Date ³	7 Jan 2010
Original end date	7 Jan 2012
Revised End Date	31 Dec 2012
Operational Closure Date ⁴	31Dec 2012
Have agencies operationally closed the Programme in their system	Yes

¹ The term “programme” is used for programmes, joint programmes and projects.

² Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF.

³ The start date is the date of the first transfer of the funds from the MDTF Office as Administrative Agent. Transfer date is available on the [MDTF Office GATEWAY](http://mdtf.undp.org) (<http://mdtf.undp.org>).

⁴ All activities for which a Participating Organization is responsible under an approved MDTF programme have been completed. Agencies to advise the MDTF Office.

Expected Financial Closure Date April 30th, 2013

Final Programme/ Project Evaluation

Evaluation Completed

Yes No Date: NA

Evaluation Report - Attached

Yes No

Submitted By

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LIST OF ABBREVIATIONS:

CHR	Commission for Human Rights
DG	Director General
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoI	Government of Iraq
HEID	Graduate Institute of International and Development Studies
ICCS	International Civic and Citizenship Education Study
IEA	International Association for the Evaluation of Educational Achievement
INEF	Institute for Development and Peace
KRG	Kurdistan Regional Government
MDG	Millennium Development Goals
MoE	Ministry of Education
MoHR	Ministry of Human Rights
MoLSA	Ministry of Labor and Social Affairs
MoY&C	Ministry of Youth and Culture
MoY&S	Ministry of Youth and Sports
NGO	Non Governmental Organization
ToR	Terms of Reference
ToT	Training of Trainers
UNAMI	United Nations Assistance Mission in Iraq
UNDAF	United Nations Development Assistance Framework
UNESCWA	United Nations Economic and Social Commission for Western Asia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund

FINAL PROGRAMME REPORT

EXECUTIVE SUMMARY

The cumulative effect of three consecutive wars, international sanctions, security challenges and the resulting socio-economic hardships have severely undermined the education system in Iraq. They also had very negative ramifications on educational providers and receivers. The political tensions, internal conflicts, brain drain and internal displacement have only served to the detriment of educational institutions and curricula, not to mention its negative impact on teachers' skills and the capacity of education managers/decision-makers/legislators to render quality education and ensure a continuous evolution of the education system.

Promoting civic values and life skills among adolescents and youth was identified through brainstorming sessions and consultations led by UNESCWA and involving prominent Iraqi experts and decision makers from the Government of Iraq (GoI) as one of the most appropriate means to strengthen national identity within Iraq's growing youth and, subsequently, as a stabilization element within Iraq's society. Indeed, there was consensus among experts and practitioners alike that shaping Iraq's future and reaffirming its citizenry should be initiated at the youth level.

Therefore, the programme's main objective is to promote civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19) in the prospect of reinforcing a sense of "national identity", citizenship and promoting human rights - including gender equality - in Iraq, with the end of placing youth on a better footing, enabling them to pursue their own educational, cultural and later on career development.

The programme was implemented in partnership with the federal Ministry of Education (MoE), Ministry of Labor and Social Affairs (MoLSA), Ministry of Human Rights (MoHR), Ministry of Youth and Sports (MoY&S), as well as the Ministry of Education (MoE), Ministry of Social Affairs (MoLSA), Commission for Human Rights (CHR) and Ministry of Youth and Culture (MoY&C) in KRG. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Population Fund (UNFPA) were ESCWA's partner agencies responsible for the implementation of this project.

Representatives of the above-mentioned ministries, as well as members of sister UN agencies conformed the Steering Committee for the project to vet the project's outcomes and outputs. Finally, this project was implemented at the federal level, with a special focus on four governorates: Baghdad, Erbil, Thiqr and Salahedine

I. PURPOSE

Provide a brief introduction to the programme/ project (*one paragraph*).

The programme aims at strengthening the institutional and human capacity of the Education Sector in Iraq to deliver quality education through the promotion of civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age 12-19). The promotion of civic values and life skills among the targeted beneficiaries is expected to facilitate and improve the access to education of vulnerable and marginalized groups, as well as enhance youth's personal and social skills, which would place them on a better footing and enable them to pursue their own educational, cultural and later on career development schemes. Access to education will in turn impact personal income, improve welfare and help reduce poverty rates. Life skills activities will assist young people to contribute to their own protection from abuse and exploitation. The programme was implemented in partnership with the central Ministry of Education (MoE), Ministry of Labor and Social

Affairs (MoLSA), Ministry of Human Rights (MoHR), Ministry of Youth and Sports (MoY&S), as well as the Ministry of Education (MoE), Ministry of Social Affairs (MoLSA), Commission for Human Rights (CHR) and Ministry of Youth and Culture (MoY&C) in KRG.

Provide a list of the main outputs and outcomes of the programme as per the approved programmatic document.

The programme was designed in the prospect of supporting the educational system in Iraq in delivering quality education, both in the formal and non-formal settings through policy development and capacity building activities. By promoting civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19), it is expected to reinforce a sense of “national identity”, citizenship and to promote human rights - including gender equality - in Iraq. This endeavor will place youth on a better footing, enabling them to pursue their own educational, cultural and later on career development perspectives.

In order to ensure the realization of the set outcome, the project will aim at generating four programme specific outputs:

- i. MoE, MoLSA, MoY&S and MoHR, as well as the KRG MoE, MoSA, CHR, and MoY&C have an enhanced capacity to develop an action plan on promoting civic values and life skills within education
- ii. Government of Iraq (GoI) and civil society have the capacity at the relevant policy, managerial, and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan
- iii. Adolescents have strengthened capacities to promote civic values/life skills among their peers
- iv. GoI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes

- This project addresses the National Development Strategy Goal 7: Improving the quality of life, and specifically:
 - 7.1 Human Development (Protect the citizens, improve their wellbeing and productivity and mobilize Iraq's human capital as the key ingredient for sustainable development). Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development.
 - 7.7 Education
 - (d) Developing a new curriculum at all levels to prepare students for the twenty first century
 - (f) Encourage life-long professional development of educational staff
- The programme also aims at addressing the UN Millennium Development Goals (MDG) through enhancing the quality of education at various levels of schooling, and indirectly benefits MDG 3 (Promote Gender equality and empower women) through the development of gender sensitive educational material and mainstreaming gender issues within the educational curriculum.
- Further, the project strives to meet the ICI Benchmarks (as per the Joint Monitoring Matrix 2008):
 - ICI 4.4 Human Development and Human Security. Goal: Protect the citizens, improve their wellbeing and productivity and mobilize Iraq's human capital as the key ingredient for sustainable development (Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development)
 - 4.4.1.3 Education (Benchmark 2: Carry out specific activities to promote adult literacy and skills training, early childhood development and life skills training)
- Finally, at a national level, the programme has been clearly integrated into the United Nations Development Assistance Framework (UNDAF) through its reference under Priority 4 Essential

List of primary implementing partners and stakeholders including key beneficiaries:

Partners:

- MoE, MoLSA, MoHR, MoY&S, in addition to the MoE, MoLSA, CHR and MoY&C in KRG.
- ESCWA, UNFPA and UNESCO were the implementing partners.
- Oxford Centre for Lebanese Studies, partner for the development of the training materials
- Partnership with 4 local NGOs- Sorouh for Sustainable Development, Together to protect Human and the Environment, Public Aid Organization and South Youth Organization- to ensure the programme was rooted in the local areas and communities, and that the outputs were realistic, and well-tailored to the youth population and Iraqi context across the different governorates
- European School of Governance, and the Quandil National Organization for the development of the draft National Action Plan
- European School of Governance, and the Polish Center for Citizenship Education (CEO) for the implementation of the Study Mission on Curriculum Development in Poland
- European School of Governance, for the implementation of the Study Mission on Civic Education Policy Making in Germany
- Save the Children as international implementing partner, to provide technical support. They visited and supported MOE trainers in every training session across the 4 governorates which provided continuous and standardized support but also excellent monitoring of activities in areas where the UN does not have a field presence.
- The American University of Beirut as a contractor to lead the Iraqi effort in developing the Life Skills Tools and manuals and to lead the training of the Iraqi counterparts after the production of these tools.

Beneficiaries:

- Youth organizations
- Youth
- Teachers and School Administrators
- Parliamentarians
- Governmental officials within relevant education entities

II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

i. Report on the key outputs achieved and explain any variance in achieved versus planned results.

In the context of **Output 1-MoE**, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education- a “Training of Trainers” (ToT) workshop, a follow up session and a focus group coaching session were offered to 17 Iraqi researchers and surveyors on conducting focus group discussions and other interviewing techniques. These researchers were instrumental in the elaboration of the final Draft of “Formal and Non-Formal Education Action Plan on Civic Values and Life Skills” as they conducted the “on the ground” surveys for the plan.

A Steering Committee, comprised of members of all participating Ministries, met six times during the duration of the project. Representatives of Civil Society were present during some meetings, although not systematically. During these meetings, the following outputs were presented for review and input from ministry officials:

- Report of a field assessment performed in the framework of this project of perceptions among youth at formal and non-formal teaching / learning institutes of contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. Said assessment was conducted, through 14 focus group discussions targeting youth, educators and parents (167 participants, see Annex A), in addition to 50 interviews and more than 500 online questionnaires performed. The report of this exercise was developed in Arabic.
- A study to review successes and failures of formal and non-formal education activities conducted outside Iraq promoting nation-building, citizenship and the adoption of tolerance, human rights values and gender equity (presented during the Steering Committee Meeting on 4-5 March 2012 in Amman-Jordan).
- A policy paper on potential directions for Iraqi formal and non-formal education to more effectively incorporate concepts of nation-building, citizenship and the adoption of tolerance, human rights values and gender equity (also presented during the Steering Committee Meeting on 4-5 March 2012 in Amman-Jordan)
- Draft of the “Formal and Non-Formal Education Action Plan on Civic Values and Life Skills” incorporating the policy recommendations and assessment outcomes: first draft of Action Plan was presented and discussed during SC meeting on 4-5 Mar 2012. Revised draft (English and Arabic versions) was presented to the Steering Committee the next day.
- Additionally, an assessment of perceptions among selected Iraqi educators, school administrators and concerned public sector officials of the contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity was developed and discussed with the Steering Committee members in several meetings. The Assessment report was, along the study and the policy paper, used as the basis of the development of the “Formal and Non-Formal Education Action Plan on Civic Values and Life Skills”.

Finally, a National Consultative Workshop for the discussion of the Action Plan was held in Erbil on December 10 to 11, 2012 with over 100 stakeholders from academia, ministries and civil society.

In order to enhance the capacity of the GOI and civil society at the relevant policy, managerial and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan (**Output 2**) two study missions were conducted:

- Study Mission on Curriculum Development conducted in Warsaw-Poland on 23-26 April 2012, where 17 technical people for all concerned ministries participated in the mission, including DGs
- Study Mission on Civic Education Policy Formulation conducted in Berlin-Germany on 21-24 May 2012 took place, bringing along 16 senior decision makers.

Also, the Training Package for Education Practitioners – Promoting Civic Values and Life-skills in Iraq was developed in Arabic and translated to Kurdish (Solani dialect) through a participatory process in collaboration with the departments of curriculum of the Ministries of Education in Baghdad and Erbil

(MOEs), Ministries of Labour and Social Affairs in Baghdad and Erbil (MOLSA) Save the Children, 4 local youth NGOs (Sorouh for Sustainable Development, Together to protect Human and the Environment, Public Aid Organization and South Youth Organization) and 3 international academics, including the American University of Beirut. The first complete draft of the packages was presented to the Steering Committee in Istanbul on 30 August 2012. This training package, for use by teachers and literacy facilitators with young people aged 12-19 years, and printed in Arabic and Kurdish, is currently under piloting in 115 secondary schools and 12 literacy centres across the four governorates of Iraq (Baghdad, Erbil, Thiqr and Salahedine).

Additionally, through a partnership with the organization Save the Children in Iraq a series of trainings were held in the last quarter of 2012 across the 4 governorates:

- A 5 day intensive training session on 02-06 September 2012 took place in Amman, Jordan to train 4 Iraqi youth NGO (project implementing partners) and 4 Save the Children Iraqi staff as Master Trainers in the delivery of the above-mentioned programme at local level. This fulfilled a double purpose as the training packages were tested and reviewed with Iraqi trainers in order to ensure careful localization to the different sensitivities and requirements of each.
- 47 education supervisors were trained on the implementation of teacher training for use of the Training Package for Education Practitioners. The supervisors were trained in each governorate separately from 16-27 September 2012 by Save the Children Master Trainers. Of the 47, 32 were recommended as lead trainers in the cascaded training model. It is important to note that a gender balance (men: women) of 60:40 was maintained
- 426 secondary school teachers (generalists not citizenship or civic education teachers) were trained from 02 November – 20 December 2012 on how to use the training package and how to deliver the training in the classroom as well as 40 literacy facilitators who were also trained on how to use the training package and how to deliver the training in literacy centres. These decentralized training sessions were delivered by the trained education supervisors, supported by the Master Trainers from the local partner NGOs and Save the Children in each governorate. A gender balance of 50:50 was achieved during the training.

It is important to highlight that the above activities were aimed at building the capacity of the MOEs' staff in practicing participatory curriculum development, monitoring and implementation processes and create space for partnership between civil society and Ministry staff.

On a side note, following discussion with the MOEs and local partners, it was decided to revise the targets so as to train more NGO workers and literacy facilitators (40) and less teachers (420 instead of 500). Also, neither a TOTs for managers and policy makers nor training workshops for 180 government staff and policy makers on promoting of civic values/life skills through education took place as there was an inter-agency disagreement during the Steering Committee that took place in August 30-31st, 2012, with regards to the content of the materials developed for this purpose and the timeliness of the material's delivery. Due to the prioritization of activities, this activity was not implemented.

Life Skills Training of Trainers workshops (TOTs) took place in fourteen vocational schools throughout the programme, in partnership with MOE (Federal and from KRG) and MOLSA (Federal and from KRG) in the 4 governorates: 6 Schools in Baghdad, 3 schools in Salah El Din, 2 schools in Thi Qar and 3 schools in Erbil. Also, workshops took place in 6 vocational centers across Iraq, including 2 in Baghdad, 1 in Thi Qar, 1 in Al Anbar, 1 in Al Busra and 1 in Erbil. A total of 84 people participated in said ToTs.

In partnership with the MOE Baghdad and Erbil, it was decided that a pilot phase would introduce in 2012 the designation of 2 training hours for Life Skills targeting the first year students in secondary schools (the total training hours amounting to 60 hours per academic year). Hence, classrooms were equipped with the necessary furniture and equipments to ensure the participatory learning environment. By the end of 2012, 798 students (608 boys, 190 girls) received the training (See Annex A for list of

Schools). Also, during April and May 2012 150 supervisors, managers and teachers from 3 vocational schools in Erbil attended a number of introductory sessions on Life Skills in the vocational schools, in the presence of MOE KRG officials.

In partnership with the MOLSA (both Federal and KRG), 4 vocational workshops were selected to pilot a 5 hours a week vocational workshop on Life Skills for 4 months (for a total of 80 hours). A total of 120 participants were trained (6 Females and 114 Males). See Annex B for a list of vocational centers. Specifically, the 24 participants from Erbil received only 48 hours of Life Skills training (3 hours/week/16 week). The phase was successful and MOLSA decided to include the Life Skills component in the future vocational courses.

With regards to **Output 3-** Adolescents have strengthened capacities to promote civic values/life skills among their peers- it is important to note that the Training Package for Youth Peer Educators – Promoting Civic Values and Life-Skills in Iraq was designed for use by and with youth peer educators aged 15-19 years in order to help them to engage their peers on the related topics. This package was developed in Arabic in partnership with the MOEs, 4 local youth NGOs and Save the Children. The package has been translated to Kurdish (Solani dialect) also and both the Arabic and Kurdish versions have been designed and printed for piloting in both languages. 40 youth peer educators in the 4 Governorates were trained from 02 November to 20 December 2012 on how to use the training package and its contents in activities and awareness sessions with their peers in formal and non-formal settings. A gender balance (60:40) was maintained. Also, training activities for 400 youth by youth peer educators in the 4 Governorates took place from 02 November to 31 December 2012, with a gender balance of 50:50 maintained.

The American University of Beirut (AUB) led the process of developing the Peer Education Life Skills manual in close collaboration with young people from a number of NGOs in Iraq and in close partnership with the officials from the MOE and MOY Baghdad and Erbil. The manual was printed and disseminated in Arabic and Kurdish. In 2012, the AUB also led 4 TOT workshops and trainings for 103 Peer Educators on 6-10 April and 20-24 May in Baghdad and Erbil and on 30 September - 4 Oct and 20-25 October in Erbil. During each of said workshops the participants developed work plans for their peer education interventions and implemented them accordingly. In total, 236 young people were reached through Peer Education (107 in Baghdad/ Saladin, 109 in Thi Qar and 20 in Erbil)/ .

And **Output 4-** GOI has the institutional capacity to coordinate, and monitor, civic education and life skills programmes – was fulfilled in part with the creation of the National Steering Committee. The Steering Committee decided at the last meeting in the framework of this project - held on December 12, 2012- that Higher Council of Youth in Baghdad should take their responsibilities to ensure continuity.

Further, UNESCO achieved a mobilization of funds through the United Nations Assistance Mission in Iraq (UNAMI) Quick Impact Project to develop 4 infographic films with MOEs Baghdad and Erbil to accompany the Training Packages. The films are under completion between the MOEs and Qabila TV Media Production Company and in testing, destined to be informative and useful as multi-media tools to promote discussion, support educators (whether professional or youth peer educators) in reaching out to young people and their communities.

Although negotiations and consultations took place with the MoE in Baghdad and KRG in order to utilize their existing web pages as a resource hub for policy papers, case studies and other related documents (Arabic and Kurdish), and the issues was again raised by ESCWA during the last Steering Committee meeting held on December 12, 2012, the discussion on creating a website is still on going with no immediate results.

And finally, although indicators were retrieved from the field assessments and presented within the Action Plan draft, a formalized monitoring system for civic education and life skills programmes was not finalized during the National Consultative Workshop as it was initially hoped for. This issue was discussed during the last Steering Committee meeting held on December 12, 2012, when some options outside of the framework of this project were proposed to public officials in order to fulfil on this important element of the process to effectively integrate civic values and life skills in educational

curricula: one was the International Association for the Evaluation of Educational Achievement (IEA) was proposed as IEA is searching for partners in the Arab world to participate in the International Civic and Citizenship Education Study (ICCS) which aims at investigating the ways in which young people are prepared to undertake their roles as citizens. The study will allow both the measurement of changes over seven years (from 2009 to 2016) and the assessment of new aspects of civic and citizenship education.

Report on how achieved outputs have contributed to the achievement of the outcomes and explain any variance in actual versus planned contributions to the outcomes. Highlight any institutional and/or behavioural changes amongst beneficiaries at the outcome level.

The achieved outputs have contributed to the outcome “Strengthened institutional and human capacity of the Education Sector to deliver quality education” in the following manner:

- An urgent and vital gap was identified in formal and non-formal education systems collectively by MOE and partners regarding citizenship, political and life-skills education for young people aged 16-19 across Iraq.
- A co-curricular framework was developed and validated in participatory manner with the MoE in Baghdad Erbil, Save the Children, 4 local youth NGOs and 3 academics on citizenship, political and life-skills education for young people aged 16-19 across 4 governorates in Iraq.
- Teacher trainings and youth peer to peer packages were also developed in a participatory manner, built around the co-curricular framework and piloted in 4 governorates of Iraq. Said packages underwent a refinement process through the piloting with 426 trained teachers, 115 young people, peer-review of teacher training package by international expert and smaller pilot programme of training packages in 7 literacy centres across Iraq.
- Empowerment of the public officials in collaborating with each other and other stakeholders in civil society to identify and meet the needs of young people regarding civic and life skills education in Iraq; and through study missions, exposing them to best practices and lessons learned from other countries who have experience in integrating said values and skills in their educational curricula
- Strengthening of small grassroots coordination network at national level on citizenship, political and life-skills education among local NGOs and international partner NGOs.
- Mobilisation of further funds to deepen and broaden the programmatic scope of this initiative and support the MOEs in their departments of curriculum to strengthen their delivery of citizenship, political and life-skills education.
- Profile and prioritization of citizenship, political and life-skills education raised on the national agenda in Iraq at governmental level and not just inside MOE – evidenced by plans to hold inter-ministerial conference on civic education in Baghdad and in Erbil in 2013.
- Almost 1000 Iraqi youth and education practitioners directly involved in an education development process, and more than 10,000 youth indirectly benefitting from pilot programming across 4 governorates in Iraq.
- Confirmation of co-funding for the expansion of the pilot by MOE Baghdad and MOE Erbil to support teacher training and printing of draft copies of the teacher training package.

Explain the overall contribution of the programme to the Strategy Planning Framework or other strategic documents as relevant, e.g.: MDGs, National Priorities, UNDAF outcomes, etc.

This programme contributed to strengthening the quality of education as per Priority Area 4 Essential Services Sub-Priority Education, and contributed to the achievement of MDG 2 and 3 on universal education and gender equality as well as the achievement of the National Education Strategy. This is addressed in all activities of the project as they comprise all aspects of the Education Sector.

Indirectly, the project will impact poverty reduction by enhancing the quality of education, which will lead to enhanced employment opportunities and income generation (MDG1 T1), including widening employment opportunities to youth (MDG 8 T16) and ensuring access to skills in new technologies in partnership with the private sector (MDG 8 T18).

It is noteworthy that through its main outputs and outcomes, this project also aims to address the joint UN Assistance Strategy for Iraq within the Education Sector and contribute to the achievement of main EFA Goals, namely progress towards better quality in education.

Explain the contribution of key partnerships and collaborations, and explain how such relationships impact on the achievement of results.

The building of a close and productive relationship with the technical and political levels of the MoE in Baghdad and Erbil was essential to the achievement of the project outputs. The MOEs identified their areas of need and lead the process of development of materials, were key partners in the implementation of capacity building activities and trainings, and instrumental actors in the logistical coordination for the national consultative workshop. Also, the MoE staff was instrumental in inviting and ensuring attendance of a wide variety of stakeholders (academia, public officials and civil society) for the final consultative workshop in Erbil (December 2012). This partnership has been the foundation of the achievement of all of the programme activities.

Besides the MOE, the most significant partners come from civil society. At the national and international levels, the involvement of the different organisations in the planning, implementation, and review of the programme activities has been essential. Also, the involvement of senior national and international academics has provided high-quality support and expertise for the MOEs and the NGOs and resulted in a very high-quality set of outputs. Initial development with youth organisations and Oxford Centre for Lebanese Studies produced technical grounding and reality to the process of development of the training materials. Subsequent partnership with 4 local youth NGOs was vital to ensuring that the programme was rooted in the local areas and communities and that the outputs were realistic, well-tailored to the youth population and Iraqi context across the different governorates and that the MOE staff were supported throughout the piloting process.

The Steering Committee played an important role for testing different outputs and assessing their relevance and applicability. Their feedback provided a “reality check” for the development of activities and was essential to understand the political sensitivities associated with the development of educational curricula.

Lastly, coordination between agencies was useful to ensuring that the UN is coherent in its approach to the ministries, particularly in relation to the life skills component of the programme. There is a bilateral plan in place to revise the materials produced in the project to develop a single, fully tested and piloted package that spans the entire spectrum of the sub-sectors in the national formal and non-formal education system in Iraq.

Who have been the primary beneficiaries and how they were engaged in the programme/ project implementation? Provide percentages/number of beneficiary groups, if relevant.

The primary beneficiaries of the program were education providers, public sector managers/decision makers/legislators and young people (age group 12-19).

Also, the combination of partnership between grassroots organisations, young people, academics and experts have provided the MOEs with a wealth of experience and ensured a transparent and participatory approach to this sensitive topic in Iraq.

- 17 young Iraqi researchers and surveyors on conducting focus group discussions and other interviewing techniques.
- 167 participants in 14 focus group⁵ discussions targeting youth, educators and parents on contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity.
- Moreover, an online questionnaire administered through Survey Monkey gathered opinions and feedback from more than 420 youth from the targeted governorates.

⁵ See Annex C for Focus Group Composition

- 100 stakeholders from academia, ministries and civil society who participated in the National Consultative Workshop in Erbil on December 10 to 11, 2012
- 33 public officials who participated in the 2 Study Missions to Poland and Germany
- 8 Master Trainers who participated in the training sessions on the delivery of the training packages
- 47 education supervisors who were trained on the implementation of teacher training for use of the Training Package for Education Practitioners
- 120 participants in vocational schools where Life Skills training took place
- 798 Students who received life skills training through secondary schools
- 236 youth who were reached by Peer Educators on Life Skills
- 103 Peer Educators on Life Skills
- 426 secondary school teachers and 40 literacy facilitators who were trained on how to use the training package and how to deliver the training in the classroom as well as in literacy centers
- 40 youth peer educators in the 4 Governorates who were trained on how to use the training package and its contents in activities and awareness sessions with their peers in formal and non-formal settings.
- 400 youth who participated in training activities by youth peer educators in the 4 Governorates

Highlight the contribution of the programme on cross-cutting issues pertinent to the results being reported.

- Human rights: The project contributed to the dissemination of human rights values within the education system by focusing on the promotion of civic values, which are defined as the combination of 1) human rights, 2) tolerance, 3) citizenship, 4) gender equality and 5) National Identity. Specifically, it achieved this by engaging the federal Ministry of Human Rights on Steering Committee Meetings, where outputs of the entire project were presented for comments and invite them to present during the national consultative workshop in Erbil. Also, school age children in marginalized areas were enabled to attend child friendly teaching/learning environments through the provision of capacity building of educators (providers, managers and decision makers) as well as youth (peer trainers). Further, training materials prepared during projects and used during various capacity building activities are compliant to Human Rights principles.
- Gender equality: By promoting civic education, the programme is project had a direct effect on disseminating gender equality principles and values among youth and educators alike. Indeed, the training materials produced were also based on the principles of gender equality and is expected to have an impact on the behavior of the target groups. Further, during the project's various activities, maintaining a gender balance among participants during capacity building activities and discussions was always a priority and this was achieved in most activities.
- Employment generation: The enhancement of life skills among youth is expected on the long run to yield positive results in the areas of employability, as it will place youth on a better footing for their future development.

Has the funding provided by the MDTF/JP to the programme been catalytic in attracting funding or other resources from other donors? If so, please elaborate.

Despite the fact that there was no additional funding mobilized, the investment performed by UN Agencies through funding from the MDTF is to be considered as pilot activities/ interventions in an area where the Iraqi government had reservations to invest in. The outcome of the National Consultative Workshop, which was the highlight of the programme, has confronted the readiness and seriousness of national counterparts and partners from both the federal and regional levels to invest and move the agreed upon agenda forward.

Provide an assessment of the programme/ project based on performance indicators as per approved project document using the template in Section IV, if applicable. See below.

ii. INDICATOR BASED PERFORMANCE ASSESSMENT

JP Outputs	UN Agency Specific Output	Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
Outcome 1: Strengthened institutional and human capacity of the Education Sector to deliver quality education								
JP Output 1: MoE, MoLSA, MoYS and MHR and KRG MoE, MoSA, MoHR, and MoYS have an enhanced capacity to develop an action plan on promoting civic values and life skills within education	1.1 MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education	1.1.1 Number of Iraqi researchers/surveyors trained on conducting focus group discussions and other interviewing techniques.	0	12	17		Progress reports	17 young Iraqi researchers/Focus Group Facilitators trained (ToT + One follow-up + One Focus Group coaching session)
		1.1.2 Number of qualitative research studies on perceptions among selected Iraqi educators, school administrators, students and concerned public sector officials of civic values/life skills produced	0	2	2		Assessments reports	Field assessment conducted, through 14 focus group (167 youth, educators and parents). 50 interviews and 500 online questionnaires; Assessment of perceptions among selected Iraqi educators, school administrators and concerned public sector officials.
		1.1.3 A study on successes and failures of education activities promoting civic values/life skills produced	No	Yes	Yes		Study available	NA

		1.1.4 Number of policy papers tackling potential directions for incorporating concepts of civic values/life skills into the Iraqi education system produced	0	2	1			Only one comprehensive Study featuring several success models was developed
		1.1.5 An education plan of action on civic values and life skills is formulated by MoE	No	Yes	Yes		Draft action plan	Final draft presented in National Consultative Meeting
JP Output 2: GOI, and civil society have the capacity at the relevant policy, managerial ,and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan	2.1 School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes	1.2.1 Guidelines for teachers and education providers on civic values/life skills developed	0	1	1		Progress reports	The guidelines evolved into a comprehensive activity-based package for educators developed and produced with MOEs and youth local NGOs
		1.2.2 Number of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes	0	40	47		Progress and training report	
		1.2.3 Percentage of trainers and trainees successfully completing post-tests	0	80 %	75%		Progress and training report	The nomination of supervisors was not according to requested criteria in 1 of the 4 governorates (Salahedine) which resulted in a lower percentage of successful trainers

		1.2.4 Number of male/female school managers, teachers, and education providers trained on delivering civic values and life skills programmes	0	824	426		Progress and training report	Extra is Baghdad (20 people) on account of 20 teachers from each of the 6 districts of Baghdad and in Erbil (6) extra to test for vocational youth training centres at request of MOE KRG
		1.2.5 Number of male/female civil society activists trained on promoting civic values/life skills	0	90	100		Progress and training report	60 youth activists trained 40 young people volunteers trained
	2.2 Policy makers have the capacity to promote civic values/life skills in education	2.2.1 Number of government staff trained on promoting civic values/life skills through education	0	180	0			Due to the prioritization of other activities, this activity was not implemented.
		2.2.2 Number of male and female representatives from GOI participating in study tours on methods of promoting civic values/life skills.	0	30	33			Study Mission on Curriculum Development conducted in Warsaw-Poland on 23-26 April 2012.; Study Mission on Civic Education Policy Formulation conducted in Berlin-Germany on 21-24 May 2012.

JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers	3.1 Groups of young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate and secondary school levels as well as in community learning centres	3.1.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	70	103			Training in 4 Governorates from 02 November – 20 December 2012 on how to use the training package and its contents in activities and awareness sessions with their peers in formal and non-formal settings. Gender balance (60:40) maintained.
		3.1.2 Percentage of male/ female students successfully completing post-training assessment	0	80	100			
	3.2 Groups of young people enabled to conduct socio-cultural activities on civic values/life skills at youth centers and vocational centres	3.2.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	80	400			Training activities in 4 Governorates from 02 November – 31 December 2012. Gender balance (50:50) maintained
		3.2.2 Percentage of male/ female students successfully completing post-training assessment	0	80	100			

JP Output 4: GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes	4.1 GOI has the institutional capacity to coordinate, and monitor the implementation of, civic education and life skills programmes	4.1.1 Number of government, non-government .and private sector representatives in the national education network	0	4	8	Steering Committee Minutes	From Federal Government: MoE, MoLSA, MY&S, MoHR, and from KRG, MoE, MoLSA, MY&C and CHR. CSOs such as Save the Children participated in Steering Committee meetings and other activities as well
		4.1.2. Number of resource materials on education available on the Education Resource hub	0	6	0	Steering Committee Minutes	Discussions are ongoing to post materials on the MoE website. This issue was raised during the last Steering Committee Meeting (12.12.12)
	4.1.3 Monitoring system for civic education and life skills programmes established	No	Yes	No	Steering Committee Minutes	Indicators for M&E were retrieved from the field assessment and reflected within the Action Plan for future usage by the counterparts	

iii. Evaluation, Best Practices & Lessons Learned

Report on any assessments, evaluations or studies undertaken relating to the programme and how they were used during implementation. Has there been a final project evaluation and what are the key findings? Provide reasons if no evaluation of the programme have been done yet?

ESCWA as lead agency was responsible for the implementation of the final evaluation and as such, it involved UNESCO and UNFPA to review and provide inputs collaboratively on the Terms of Reference (ToR) for the hiring a team of experts to perform an evaluation on the overall project, to find lessons learned and identify best practices.

A delayed submission of the ToR to ESCWA's procurement department, did not allow enough time for a proper procurement process to take place, according to UN rules and regulations. Hence, ESCWA decided to pursue the option of partnering with a non-for profit organization, which would allow the flexibility to find an evaluator within the time frame that the project required.

Following, 3 organizations were contacted, but without success:

- GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) was contacted, however GIZ only performs evaluations for their own programmes and hence could not be of assistance to the project.
- The Institute for Development and Peace (INEF) at the University of Duisburg-Essen was contacted and expressed initially enthusiasm for the task. However, after internal consultations they expressed general concerns about their ability to deliver on time, and security concerns regarding the need to travel around Iraq.
- The Graduate Institute of International and Development Studies (HEID) in Geneva, also expressed initial enthusiasm for the task, but ESCWA did not receive further response.

As the project closure needed to be performed, this activity was not completed. Lessons learned will be further explained in section III c.

It is noteworthy that UNESCO contracted Dr. Zeena Zakharia, an international specialist in civic education and education for peace, to conduct a peer review of the teacher training packaged produced in a participatory manner through this project. The preliminary report (currently under revision) indicates that the package is strong and well-drafted and it gives very constructive and helpful comments about how to improve it while it is under piloting so as to produce a very strong well-crafted set of materials.

Explain, if relevant, challenges such as delays in programme implementation, and the nature of the constraints such as management arrangements, human resources, as well as the actions taken to mitigate, and how such challenges and/or actions impacted on the overall achievement of results.

The main challenges that caused delays in programme implementation could be summarized as follows:

- Nature and Type of project and thematics (politicization, limited or distorted understanding of concepts, etc.)
- Political situation in Iraq, specifically the long formation process of government
- Systematic and recurrent change in the representation of ministries within the Steering Committee and focal points in Ministries
- Parallel agendas of some of the Steering Committee members
- A truly participatory process – which requires considerable facilitating and negotiating- in a conflict setting

The main constraints faced during this project were the following:

- Access, movement, political instability, school facilities and safety of programme staff and partners, resulting from conflict settings. Also, security situation was a limitative element to performing any field activity

- Bureaucratic hindrances to performing field assessments (approvals to access schools, clubs, etc.)
- Limited capacity of national counterparts and absence of youth researchers
- Remote implementation of activities, which meant low access to activities and project sites and challenges to interagency communication and coordination. Also, ESCWA's field presence was limited to an M&R Consultant

As addressing the challenges listed above in their totality is beyond the scope of this project, the following mitigation efforts were undertaken to address the constraints faced:

In order to address conflict-related constraints:

- Strong relations were built with technical level of MOEs as they rarely change when political focal points replaced, trusting them to brief new appointees
- UNESCO performed missions to Baghdad and Erbil to re-introduce work plan and content of programme (especially for sensitive areas such as module on political participation) to new appointees
- International NGO with strong local presence to support and visit all training activities across the 4 governorates and local consultants were engaged to counter the agencies' inability to closely monitor activities
- In some instances, the NGO's facilities were used for training or youth activities when school facilities very poor condition

In order to mitigate bureaucratic hindrances:

- Ongoing engagement and relationship building activities (visits, conference calls, and correspondence) with involved (and changing) stakeholders in Ministries were undertaken to ensure the Ministries were kept informed and up to date

In order to mitigate the challenges resulting from remote implementation and limited national capacity and presence on the ground:

- Staff strived to be present whenever and wherever it was financially and logistically possible (e.g. Baghdad-based local staff visit teacher training, other staff visits to Erbil trainings...).
- Procurement process in place through which long-standing partners and evidence of integrity and quality implementation practices were identified and contracted on basis of real partnership, and not only as implementing or commercialized sub-contractors.
- Reputable and broad-reaching international NGO based in Iraq with strong local presence were engaged to support and visit all training activities across the 4 governorates
- International experts of civic values, life skills and project implementation were engaged to provide advice and expertise to the project

In order to mitigate the effects of politicization to the extent possible and ensure a participative process:

- Local NGOs revised materials and content so as to ensure not provocative or insensitive to the different tribal areas, religious tensions and ongoing civil strife in Iraq.
- All of the stakeholders were engaged in the process of development of the project's outputs and a piloting structure was put in place for the roll-out of materials
- Constant communication of agencies' staff with all stakeholders and partners and tight relationship management with ministries and international partners
- Flexibility from all partners to respond to emerging situation across the 4 project sites

Report key lessons learned that would facilitate future programme design and implementation, including issues related to management arrangements, human resources, resources, etc.,

As the coordination and implementation of projects in the political context of Iraq is extremely challenging, the following lessons learned are offered for future programme design:

- Ensure that contact with Ministries is not "output-based", as this undermines long standing relationship building and the credibility of the UN

- Splitting outputs between agencies is ineffective as if there is delay with one agency the output of other cannot be achieved. A collaboratively approach is encouraged, where all agencies contribute when possible to each output with their specific expertise (coordination for this would be more time consuming, but in turn the quality of outputs and relationships build would be better)
- Further, inter-agency coordination should be formalized throughout project instead of only relying on programme steering committee meetings.
- Coordinating the field of intervention and systematizing the manner in which international and local partners engage in this crucial area of the education system.
- Steering Committee should be expanded systematically to include Civil Society organizations (the latter participated only in an ad-hoc basis).
- Participatory process needs to be extended to include project design especially in the area of civic education: this includes a full situation analysis and project development process with all stakeholders. This is very important and needs more effort from UN agencies in order to go from project concept note to actual project document.
- Gender balance should be further sought and insisted upon with implementation partners in all activities
- Possibility of interagency collaboration in administrative matters, particularly procurement, to tap on the most-efficient processes of some agencies to accomplish administrative tasks that might delay the some outputs significantly. It is important to highlight that the procurement process at ESCWA takes at least 3 months, and this element should be considered in the planning of activities that will require procurement in future projects as well.

Annex- A

Students trained on Life Skills

Name of school	Governorate	Number of boys	Number of girls
Om Al Tboul secondary school	Baghdad/ al karkh	95	-
Al Saydeyeh secondary school	Baghdad/ al karkh	-	76
Al Amereyeh secondary industrial school	Baghdad/ al karkh	38	-
Al Nahdah secondary industrial school	Baghdad/ Al Rasafa	36	-
Al Mostansereyeh girls vocational school	Baghdad/ Al Rasafa	-	66
Al Nidal secondary industrial school	Baghdad/ Al Rasafa	135	-
Akad vocational school	Thi Qar	40	-
Al Mostafa industrial school	Thi Qar	96	-
Takreet industrial school	Salah al Din	60	-
Balad mixed vocational school	Salah al Din	30	18
Al Doujal industrial school	Salah al Din	48	-
Erbil Agricultural secondary school	Erbil	10	10
September 11 th vocational secondary school	Erbil	20	
Girls Electrical secondary schools	Erbil		20
Total		608	190
Grand total		798	

Annex B

Vocational Centers Trainees on Life Skills

The vocational center	The number of trainees	Females	Males
Al Wazeereyeh center	25	6	19
Al Anbar Center	20	-	20
Al Waleed Center	12	-	12
Al Nasereyeh Center	12	-	12
Al Busra Center	27	-	27
Erbil	24	0	24
total	120	6	114

Annex- C

Focus Group Composition

#	Gender	Age	No	School	Category	Governorate
1	Males	14-12	10	Al Mutamayiziin High School / Frist Rasafa	Youth	Baghdad
2	Males	17-15	12	Al Mutamayiziin High School / Frist Rasafa	Youth	Baghdad
3	Females	15-12	12	Al Rashid for Girls Highschool	Youth	Baghdad
4	Females	18-16	13	Al Rashid for Girls Highschool	Youth	Baghdad
5	4 males and 3 females	Divers	7	Al Qasem Ben Hasan Elementary School	Educators	Baghdad
6	6 males and 6 females	12- 15	12	Ainkawa Module School	Youth	Erbil / Ainkawa
7	6 males and 6 females	19-16	12	Ainkawa Module School	Youth	Erbil / Ainkawa
8	3 mothers and 5fathers	Divers	8		Parents	Erbil / Ainkawa
9	Females	15-12	18	Al Mutamayizaat High school	Youth	Salahaldin
10	Females	19-16	15	Al Mutamayizaat Highschool	Youth	Salahaldin
15	8 males and 4 females	Divers	12	Khaled ben Walid for boys High Schools	Educators	Salahaldin
11	Males	19-16	?	Al Farouq Secondary School	Youth	Thi Qar
12	Girls and divorcees (Informal Education/ Fast Learning Program)	19-12	10		Youth	Thi Qar
13	Males	Divers	8		Parents	Thi Qar
14	Mothers	Divers	18		Parents	Thi Qar