

IMPROVING QUALITY OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN KURDISTAN REGION FINAL PROGRAMME NARRATIVE REPORT

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FINAL PROGRAMME REPORT

I. PURPOSE

A- Introduction to the programme/ project

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 for the Ministry of Higher Education and Scientific Research (MoHE) - Foundation of Technical Education (FTE), the Ministry of Labour and Social Affairs' (MoLSA) Vocational Training Centers (VTCs) and the Ministry of Education Vocational Training Preparatory Schools, by addressing aspects of the current and future TVET system needs in order to deliver quality education.

The project seeks to qualitatively enhance the capacity of institutions to achieve quality education. It will capitalize on the achievements of UNESCO and its UN partners on previous TVET projects in Iraq such as the "Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq" (B1-28) program that was implemented in partnership with ILO and UN-HABITAT, aimed at improving the skills of the labour force through developing improved programmes and services that will enhance their employment and productivity potential and create a supportive environment for the growing private sector.

Strategy: The project was planned to focus on the capacity development of the FTE and VTCs in KRG pertaining to policy design, adoption of modern teaching methodologies, and reviewing and designing teaching programmes. The project also aimed at increasing community awareness about the importance of this sector in reducing poverty by creating job opportunities.

B- Main outputs and outcomes of the programme as per the approved programmatic document.

The project sought to achieve the following outputs:

- 1- GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system.
- 2- KRG technical and vocational education teachers better able to apply modern teaching methodologies, and adopt the concept of monitoring and evaluation.
- 3- MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitudes, and Learning Steps.
- 4- MOLSA KRG able to develop vocational programmes responsive to labour market requirements.
- 5- Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth.
- 6- Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in the country's development.

C- The Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund as the following:

This project aims at supporting the rehabilitation and modernisation of the TVET Sector in Iraq by re-orienting and improving the (TVET) system so that it prepares young people effectively for wage and self-employment, mainly by improving institutional capacity in the form of better teaching methods and curricula, more closely aligning the system with labour market demands, and raising awareness about the opportunities provided by the TVET system.

This program mainstreams with the UN Assistance Strategy outcomes in line with following education cluster outcomes;

1) To enhance access to all levels of education i.e. Early Childhood, Primary, Secondary (including Intermediate, Preparatory, and Vocational) and Tertiary levels, with special reference to disparity reduction (gender, geographic, ethnic, socio-cultural, economic and other disparities), resulting to increase enrolment rates in secondary level from the current level of 42% to 50% with a focus on girls.

2) To improve rates of retention, completion and participation at all levels of education.

3) To improve learning outcomes at all levels of education UNESCO endeavours to meet the Millennium Development Goals encompassed in MDG4 to MDG7 through developing global partnership for development and promoting gender equality and women empowerment.(MDG 4 through 7 are irrelevant to this project).

4) MDG 1 Target 1, MDG 8 Target 16 & 18, MDG 3 Target 4: The project will aim at reducing poverty by providing access to education that will lead to employment opportunities and income generation (MDG1 T1) including widening employment opportunities to youth (MDG 8 T16) and ensure access to skills in new technologies in partnership with private sector (MDG 8 T18).

D- Primary implementing partners and stakeholders including key beneficiaries.

The implementing partners and key beneficiaries of the project are the Ministry of Education (MOE), the Ministry of Higher Education and Scientific Research (MOHESR) and the Ministry of Labour and Social Affairs (MOLSA) in the Kurdistan region (KRG), as well as the Federation of Chambers of Commerce and Industry in the Kurdistan Region.

II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

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

1. Progress of Project:					
Outputs expected as per approved project document	Status of Achievement				
	Fully achieved	Partially achieved	%	Not achieved	Explanation
Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system		X	95%		<p>The agreements of collaborations between TVET institutes and private sector companies piloted through this project were limited in number due to a lack of participation from companies. However, the model as undertaken with three auto companies proved to be fruitful and provides good reason to try to replicate on a larger scale in future projects.</p> <p>Private sector assessment took up to three times longer than originally planned, thus leaving less time for curriculum revision under Output 3.</p>
Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of monitoring and evaluation	X		100%		
Output 3: MOHESR and MOLSA better able to develop/renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps		X	50%		While capacity development of TVET officials to design vocational programmes responsive to labour market requirements (such as the inclusion of up-to-date technologies and the acquisition of attitudes and dispositions necessary for success in the labour market) was indeed improved, the substantive production of revised curricula

					<p>in the auto-mechanic and telecommunications sectors was unrealised due to a lack of baseline material, a lack of participation from private companies, and an overall lack of time on the project.</p> <p>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>Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p>	X		100%		
<p>Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p>	X		100%		
<p>Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development</p>	X		100%		

B- The Contribution of the achieved outputs to the achievement of the outcomes and explain any variance in actual versus planned contributions to the outcomes.

Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system

An assessment study of the “Perceptions of Employers/Private Sector of the TVET Sector in Kurdistan” was developed as the first stage of project implementation. Over 200 companies were surveyed in a face-to-face modality and asked to provide their perceptions of all facets of the TVET system in Kurdistan. A report was finalized and distributed to the main counterparts to be used as a baseline reference for future decision making processes. The report includes a note and recommendations about which incentives, as a result of the assessment and international experience, will favour the collaboration of Employers with TVET providers at different levels; and a note about the existing direct advantages of collaboration with the TVET sector for the private sector. The results and recommendation of the assessment were presented during a workshop organized in Erbil on the 19th of July 2012, attended by key public and private stakeholders. Of important note is that this project component took around three times the original scheduled time, as the survey was originally planned to be carried out by email. As only 15% of surveyed companies actively use email for business operations, it was decided to undertake the study in a face to face modality.

An Agreement of Collaboration, governed by “Standard Regulations”, was developed in conjunction with the project working group and private sector stakeholders. Individual regulations were drafted and approved for each separate type of collaboration (8 types of collaboration in total, including on-the-job training, company visits, and mentorship, etc.). The Standard Regulations (and related attachments) were accepted without further revision by the stakeholders at the 2nd working group meeting on 6 November, 2012.

The two sectors for which agreements of collaboration should be signed and piloted were selected during a project steering committee meeting. The MoHESR/FTE selected the telecommunication sector; while the MoE the auto mechanics sector. Collaboration with the telecommunications sector ultimately failed due to lack of participation from the sector enterprises for various reasons. The telecommunications companies seemed to be undergoing restructuring due to mergers with large European telecom companies and therefore were unsure about their authority to undergo collaboration with government institutions. They stated that they needed more time and were not able to even designate officials to work with UNESCO and government institutions.

Relations with the automobile sector were better but success was limited. Commitments to collaboration with the TVET sector were signed by 3 car companies: Toyota, Audi-Porsche and Skoda. Separate standard regulations were drafted to address the different modes of potential collaboration between the public and private sectors, including mentorship, open door, teacher training, internships, study visits, regular meetings.

A training for improving the partnership between the private sector and TVET institutions was organized in November 2012. It involved 5 employees from the car maintenance sector, 7 teachers from TVET institutions and 5 Ministry representatives.

The agreements of collaborations between TVET institutes and private sector companies piloted through this project were limited in number due to a lack of participation from companies. However, the model as

undertaken with three auto companies proved to be fruitful and provides good reason to try to replicate on a larger scale in future projects.

Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation

25 teachers were trained in modern teaching methods and an official ceremony for distributing the certificates was organized on the 22nd of July 2012 in Erbil.

Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps

Foundational curriculum extension content for two TVET curricula in the auto maintenance sector/course was developed. This included a proposal for curriculum reorganization in the auto-maintenance sector 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 curriculum content was basically non-existent in order for the content to be reorganized-in the case of the auto-mechanic sector the curriculum was so outdated and basic that the curriculum would have had to be re-written; in the case of the telecommunications sector, no curriculum content exists at all. 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.

Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements

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 have taken place. 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.

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. 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.

Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth

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 Business” (KAB) Curriculum to the Kurdistan context and to translate it into Kurdish. A capacity development of teachers workshop was implemented and the curriculum piloted in schools during the first semester of the 2012-2013 academic year. The reasons behind the selection of the ILO curriculum is that KAB has been already adopted by MoE, MoHE/FTE and MoLSA at the National Level in Iraq as the official Entrepreneurship curriculum and there was no reason to develop a new and different one for Kurdistan, as foreseen in the original project document. The new version was updated and a TOT with trainees of MoLSA, MoE and FTE took place in Erbil during the month of September 2012. The second week of October 2012 the piloting of the entrepreneurship curricula started in 10 different TVET schools under MoE (6) and FTE (4). The piloting of the curriculum, taught by MoE and FTE teachers trained in September 2012 constitutes the second phase of the capacity development programme. The piloting lasted for 15 weeks, for a total of 90 hrs. From 9-11 December 2012, 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, including modules on “decent work” and “green businesses”. Another follow up workshop will be held for the facilitators currently teaching the FTE’s KAB course, which runs until February 2013. Facilitators will give their feedback on course implementation at that time.

Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in the country’s development

Campaign materials were developed through November 2012 and finalized at the beginning of December 2012, the most significant of which was two professional television advertisements that really seek to improve the perception of a TVET education and inform the public about potential study opportunities. Radio spots and large billboards, posters and flyers were also developed at the same time. The project witnessed some delay in the implementation of this campaign until mid January due to extensive review of the materials by MoLSA, but ultimately all materials, including radio and TV spots, posters and press articles were circulated and broadcast on two popular stations. A follow-up evaluation will take place to gauge the effectiveness of this form of awareness-raising.

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.

- The project throughout the capacity building activities of teachers and trainers (new modern teaching methodologies, updated modern workshops..etc), effectively mainstreams the UN Assistance Strategy outcomes for education to enhance learning and prepare young students of TVET graduates effectively for wage and self-employment for the labour market, which contribute to the service sectors of the economy.

- The project contributed to the reduction of poverty by providing access to quality of education and training that will lead to employment opportunities and income generation in line with (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).

The contribution of key partnerships and collaborations, and how such relationships impacted on the achievement of results.

The project was implemented in partnership with MOE, MOHESR and MOLSA from KRG, as well as limited contribution from Kurdistan Federation of Chamber of Commerce and Industry. The three ministries signed individual MoUs with regards to their collaboration on this project, and their cooperation was essential to achieving all of the proposed results. Another important collaboration was with ILO Regional Office, that assisted in implementing their KAB (Know About Business) course, with MOE and MOHESR that was implemented by the two ministries in 10 classes of vocational schools around the region, and by MoLSA through a related UNESCO project.

The Programme achievements against planned results for cross cutting issues.

Human Rights:

All designed training materials recognize human rights pertaining to article 25 and 26 of the UN Declaration of Human Rights. It will promote human rights values to all trained staff at all levels which will be reflected in their future work in planning, strategies formulating, teaching and management. At the student level, the designed teaching curricula promote human rights amongst students.

Gender Equality:

The project attempted to ensure equal participation and involvement of men and women as beneficiaries, where possible. The project involved the active participation of women through all capacity building activities and technical and vocational training to empower women by creating job opportunities. Where consultations on future development of vocational trainings took place, a consistent effort was made to emphasize the need for inclusion of both traditional and non-traditional vocations relevant to the advancement of women's economic status and advancement in society. UNESCO has also sensitized its staff, consultants and stakeholders to gender issues.

Environmental Issues:

Since this project consists of mainly capacity building activities, it will not have a direct impact on environment; however, all capacity building materials, training curricula and developed teaching techniques took into consideration promoting environmental awareness and environmental protection concepts that will be reflected in the future work of all participants at all levels. An important achievement with regards to environmental issues is the entrepreneurship course offered through the KAB curriculum that has a whole module about green businesses.

Employment generation:

This project seeks to directly affect employment generation by seeking the direct alignment of the TVET system with labour market demands. This increases the employability of the graduates and the relevance, and readiness of their skills to make an immediate impact in the labour force. The project also developed awareness about the importance of technical and vocational education for youth and their role in country's development, and as a career path.

Agency Experience in Iraq/in the Sector:

UNESCO is the worldwide UN mandated agency for education including school education, higher education and TVET. It has an international experience in the field through high quality projects that have been implemented all over the world.

In Iraq, UNESCO has always been there to support the efforts of Iraqis in developing their education system. During the sanctions, UNESCO continued to support the education system through many projects such as the Textbook Quality Improvement project that resulted in printing and distributing over 9 million school textbooks and developed the capacities of the Iraqi MOE in textbook production.

Since then, UNESCO, using its highly qualified staff, implemented over 15 educational projects, four of which were high quality TVET programs supporting the TVET system in central and southern Iraq, one of these projects was implemented in partnership with ILO and UNHABITAT namely the B1 – 28 project. A separate project supported by the Government of Japan is also being implemented in Kurdistan that seeks to bridge the gap between the education (specifically TVET) system and employment by endowing an increasing number of TVET graduates with employability and self-employment skills, and putting these skills to work through the receipt of government loans to start new businesses.

In this project, UNESCO is targeting the TVET sector at KRG by building the institutional and human capacity of MOHESR, MOE and MOLSA senior staff on policy formulation, strategic planning and management as well as the teaching / training staff on new curricula, teaching methodologies and techniques.

The funding provided by the MDTF/JP to the programme been catalytic in attracting funding as in May of 2012, a project entitled “Fighting Youth Unemployment Through Education” was signed between UNESCO and the Government of Japan through an emergency fund, which indeed builds on the progress made through the B1-36 project. The progress and lessons learned achieved through this project are consistently being utilized in the acquisition of future funding and the experience garnered through this project surely serves as an important experience for UNESCO to further its future programming in the region, and along similar lines of action.

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

Please see below.

III. Evaluation, Best Practices and Lessons Learned

A final project evaluation is currently being undertaken by UNESCO. Results are expected at the end of March 2013.

a. Explain, if relevant, delays in programme/project implementation, the nature of the constraints and actions taken to mitigate future delays and lessons learned in the process

The events registered in the Arab Region in 2011, further defined as the Arab Spring, have also deeply affected Iraqi society. The protests and demonstrations have seen as protagonists the youth, most of them educated and dissatisfied by a society unable to provide opportunities to gain employment, social justice and equal opportunities. The Government of Kurdistan was not deaf to these demands, deciding in fact to take immediate action by rethinking the ongoing development interventions addressing youth, to tackle more efficiently their needs.

As TVET represents a key instrument for economic recovery and for reducing the skills and job mismatch, the Government of Kurdistan expressed the intention to further discuss the current project to redesign it accordingly.

During the several meetings organized, it was agreed that the first priority is to give a quick response to the youth unemployment which is a driver to social exclusion and poverty.

The GoI/KRG considers necessary the immediate creation of opportunities for youth to have access to employability and entrepreneurial skills in the short term, in order to allow them to be more proactive, to take control of their own prosperity, to fulfill their dreams and to depend less on the government.

Following these considerations, the GoI/KRG requested significant changes in the project's activities to address the priorities described above and a first extension of the project was required.

The project has been strongly revitalized since then. Many results have been achieved thanks to the efforts of the stakeholders involved.

However, some partners showed a lack of commitment and demonstrated some weaknesses in playing their role. The Chamber of Commerce of Kurdistan was unable to provide the expected support in establishing partnership and collaboration with the private sector, which contributed to delay the implementation of Outputs 1 and 4.

Another challenge was to move beyond the lack of motivation and the lack of time from company representatives, partly due to lack of understanding of the benefits of collaboration, and partly due to lack of institutional support behind company liaisons. We can underline a 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.

Also, some issues with the partner ministries' "micro-managing" UNESCO aspects of the implementation, such as design of awareness campaign materials and choice of broadcast stations caused more delays in the implementation of the project.

Finally, Output 5 needed extra time to achieve the adoption of the entrepreneurship curriculum in the official didactic of Kurdistan. To achieve this result the curriculum should be implemented in some pilot schools (10 have been selected from MoE and FTE) and that was not possible during the second semester of last school year because the updated material was not yet finalized. This implied that the new curriculum had to be implemented during the first semester of the academic year 2012-2013 (starting from October 2012).

At all stages of implementation, great care was made to ensure the involvement and active participation of stakeholders, however, by nature the project depended largely on the individual willingness of each stakeholder/partner to participate fully in achieving the project goals. Where participation or enthusiasm was not forthcoming, active efforts were made by UNESCO to garner that participation by undertaking missions to Erbil to conduct in-person meetings with various partners, and through consistent follow-up from UNESCO staff based in Kurdistan.

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

Some of the difficulties were related to coordination with Iraqi counterparts especially in matters related to delays in correspondences and nominations of staff relevant to UNESCO's collaboration mechanism.

Dealing with such difficulties during the implementation of this project resulted in many important lessons learned to be considered such as:

- Involvement of Iraqi counterparts during the design phase of many projects was very limited which resulted in misunderstandings and created a feeling of inferiority amongst them. In this project, and to ensure ownership and sustainability, Iraqi counterparts were involved in the project design phase and were involved in the development of all training material.

- During implementation, many delays took place due to late replies to correspondences by line ministries and to bad security conditions; this was considered during the design of this project. All needed information, data, nominations, etc should be requested at the beginning of future projects. Delays were also considered when developing the work plan and time span.

- Delays also took place in many projects due to complicated procurement procedures that consume a lot of time especially in aspects related to logistics, issuing customs exemption letters by line ministries and delivery receipts. After consultation with KRG stakeholders, it was agreed that capacity building is a more urgent need for the sector and, accordingly, UNESCO will concentrate on this aspect in this project; as for procurement activities, KRG line ministries will be responsible for them using their own funds; however, UNESCO will keep providing technical advice if required. This will avoid delays in project implementation.

- Nominations of trainees by the Iraqi counterparts are usually not suitable to the type of training; in this project, although Iraqi counterparts were requested to present the nominees' CVs to the project's Steering Committee (SC) to be evaluated and endorsed.

ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP**s - provide details of the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why.

Project Title:		Improving Quality of Technical and Vocational Education and Training in Kurdistan Region				
Outcome 1		Strengthened institutional and human capacity of the education sector to deliver quality education.				
Outputs	Indicators	Baseline Data	Planned Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification
Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system	1.1 Number of agreements of collaboration with the private sector signed	0	10	3	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)	Contracts
	1.2 Number of private sector employees trained to be mentors	0	15	5	<p>According to the ToRs, it was originally planned to provide a five days training course only for instructors from companies which had agreed to sign the Agreement of Collaboration. This training should focus on the planning, preparation, delivery and evaluation of in-company training for students during an internship.</p> <p>However, the training had to be redesigned. Only one of the companies decided to offer internships for students and therefore had special interest in receiving related training for its staff. As two more companies had offered other forms of collaboration, it was their intention to receive more information / training concerning these forms of collaboration.</p> <p>In principle, all companies stated that their business and the current work load of their staff would not allow for participation in a training activity lasting more than two working days. Thus, it was agreed with UNESCO (during a meeting held on 17 September, 2012) to extend the training to other target groups - vocational teachers and ministerial staff – while retaining the original duration of training.</p> <p>An official invitation to participate in the training of the company staff was already issued to the car maintenance companies (National Automotive Trading / Audi, Shireen company / Skoda, Toyota) at an early stage and had been repeated several times by phone. All companies acknowledged delegating a number of relevant technicians</p>	Report

					and skilled workers for participation in the training. However, ultimately only Toyota sent a group (five persons) for the training. Audi and Skoda sent their apologies for not being able to delegate their staff due to exceptional pressure of work and restructuring measures in the company.	
	1.3 Percentage of trained people fully satisfied with relevance and usefulness of training	NA	80%	90%		Questionnaires
Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation	2.1 Number of teachers trained to improve their capacity to adopt interactive and motivating teaching methodology, and concept of measurement and evaluation in schools.	0	15	25	25 teachers were trained (10 from MoE, 10 from MoHE, 5 from MoLSA).	Report And attendance sheets
	2.2 Percentage of trained teachers fully satisfied with relevance and usefulness of training	0	80%	80%		Questionnaires
Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps.	3.1 Number of teachers trained to adopt learning outcomes and steps approaches to foster the flexibility of the learning process.	0	15	15		Attendance sheets
	3.2 Percentage of trained teachers fully satisfied with relevance and usefulness of training	NA	80%	80%	As concerns restructuring of available curricula, the existing curricula in the automotive and telecommunications sector were either too outdated to revise (i.e. automotive), or non-existent (in the case of telecommunications). Modernizing and creating satisfactory teaching materials will prove to be a much larger task than is currently anticipated and requires large and sustained attention in order to provide TVET students with employability skills in the private sector	
Output 4: MOLSA and MOHESR KRG able to develop vocational programmes	4.1 Number of contracts of agreement with private sector for selected TVET course	0	2	3		Agreements

responsive to labor market requirements	4.2 Percentage of participants satisfied with relevance and usefulness of the activities implemented and included in the contracts of agreements	0	80%	90%		Questionnaires
Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth	5.1 “Employability and Entrepreneurship” Toolkit developed	N/A	Toolkit developed	Toolkit developed	There was no need to develop an additional Employability Manual by UNESCO. For what concerns the entrepreneurship component of this result, the Know about Business (KAB) curriculum produced by ILO was adapted to the Kurdish context.	Toolkit
	5.2 Number of youth trained with the Employability and Entrepreneurship” Toolkit	0	60	250	10 KAB classes were implemented with 25 students each. 250 students undertook training on the KAB curriculum.	Attendance sheets
	5.3 Percentage of trained youth fully satisfied with relevance and usefulness of training	N/A	80%	80%		Questionnaires
Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country’s development	6.1 Numbers and Types of advocacy materials developed	TV Clips: 0 Radio spot: 0 Posters: 0 Press Coverage: 0	TV Clips: 3 Radio spot: 3 Posters: 60 Press Coverage: 4	TV Clips: 3 Radio spots: 3 Posters: 2000 Press Coverage: 2	One TV spot was designed and translated in the three main Kurdish dialects. One radio spot was produced and translated in the three main Kurdish dialects. Two posters were designed and 2000 in total were printed and distributed in Kurdistan region. Two articles were written and published two times each.	Pictures, recordings
	6.2 Percentage of youth participating in the development of the awareness campaign fully satisfied with the usefulness of activity	N/A	80%	N/A	A professional media developer designed the awareness campaign, taking away the need for youth involvement in the design of the campaign.	Questionnaires