

UNDG IRAQ TRUST FUND B1-33

FINAL PROGRAMME¹ NARRATIVE REPORT

REPORTING PERIOD: 15TH OCTOBER 2008 – 30TH JUNE, 2012

Programme Number : B1-33
MDTF Office Atlas Number: 66866

Country and Thematic Area²

Iraq
Education

Programme purpose:

Supporting the efforts of the Government of Iraq (GoI) in developing the capacity of the Iraqi Education Sector through Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting the Education for All (EFA) goals

Participating Organization(s):

UNICEF (Lead Agency)
UNESCO
UN-HABITAT
UNIFEF
WHO
HRO

Implementing Partners:

- *National counterpart:* (government, private, NGOs & others): MoE (Lead Ministry), MoH (Central Level and Kurdistan), SMOWA (Baghdad and Kurdistan), MoHR, DoEs and DoHs of Suleimaniyah, Salaheldin and Thiqr
- *International Organizations, including NGOs:* WB, UNESCO IIEP

Programme Duration (in months): 44 months

Start date³: 15 October 2008
End date: 15 October 2010
Revised End Date: 30 June 2012
Budget Revisions/Extensions:
1st Extension: 15 October 2011
2nd Extension: 30 June 2012

Final Programme/ Project Evaluation

Evaluation Completed

Yes No Date: _____

Evaluation Report - Attached

Yes No

Submitted By

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Organization: UNICEF (Lead Agency)

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

² E.g. Priority Area for the Peacebuilding Fund; Thematic Window for the Millennium Development Goals Fund (MDG-F); etc.

³ The start date is the date of the first transfer of funds from the MDTF Office as Administrative Agent.

NARRATIVE REPORT for B1-33

I. Purpose

a. Main objectives, outcomes, outputs of the programme/project

The main objective of the project is to support the Education Sector in Iraq through developing the institutional capacity of the Ministry of Education (MoE) and Directorates of Educations (DoEs) in policy formulation, strategic planning, service delivery, project design and management, school health & hygiene with focus upon gender and human rights approaches. The project also aims at increasing participation and completion rates in basic education including both formal and non-formal education via the provision of conducive learning environment for 25 primary and intermediate schools replacing old mud school buildings by modern school structures in most deprived rural areas in Suleimaniyah, Salaheldin and Thiqr, with the effective involvement of school communities to ensure local ownership.

Sector Team Outcome(s):

- Outcome 1: Enhanced access to all levels of quality education with particular focus on girls;
- Outcome 2: Strengthened institutional and human capacity of the education sector to deliver quality education; and,
- Outcome 3: Enhanced policy formulation of the education system.

Integrated Programme Outcome(s):

1. Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened;
2. Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thiqr created by building 25 new schools replacing very old mud schools, and initiating school maintenance programme;
3. School health services for students in vulnerable areas including mental health services, life skills and psychosocial support interventions for teachers and students improved and strengthened;
4. An integrated gender mainstreaming and human rights strategy introduced at policy and community levels to create awareness on the importance of scaling up girls' and women education; and,
5. Technical assistance to MoE for developing a comprehensive national policy on non-formal education (NFE) and enhance service delivery of NFE (including Accelerated Learning Programme (ALP) provided.

b. The programme/project is relevant to the following benchmarks:

UN Assistance Strategy for Iraq, MDGs, Iraq NDS and ICI

UN Assistance Strategy for Iraq

The project was designed as part of the joint UN efforts to achieve the objectives of the UN Assistance Strategy (2008-2010). It will be implemented by UN agencies through national partners and counterparts and its objectives are reflected in the expected outcomes of the Education SOT mentioned above. The UN assistance strategy was formulated to ensure well-defined linkages to ICI and NDS priorities, as well as MDGs and relevant international human rights standards and principles.

MDGs

The project contributed to the achievement of MDGs 2 and 3, which aim, by 2015, to have all children in primary schools, and provide girls with the same educational opportunities as boys.

NDS Targets by 2010:

- Target 4: Completing all curriculums in primary and secondary education levels for all girls and boys
- Target 5: Waiving off gender discrimination in all educational levels

ICI Target by 2010

- Towards achieving basic universal education; effective and efficient coordination between governance units progressively enables planning and service management provided through ensuring; capacities built at all levels in the planning organization and management of the education system embracing broad and active participation , partnership and dialogue in decision making (4.4.1.3 -1 of the 2008 JMM).
- Reduce illiteracy by 50% (Baseline UBN 31.8% of population have no access to education).
- Ensure coverage for priority health programme in remote areas, targeting vulnerable groups and in implementing outreach activities and community mobilization (4.4.1.4 of the 2008 JMM).

II. Human Resources

a. National Staff & Consultants:

Operation:

- UNICEF: 1 staff, 5 field workers and 2 engineers
- UN-HABITAT: 6 field engineers
- UNESCO: 0
- WHO: 0
- UNIFEM: 0
- HRO: 0

Programme:

- UNICEF: 3 education officers, 3 programme assistants
- UN-HABITAT: 3 staff
- UNESCO: 1 project assistant , 1 national consultant
- WHO: 1 national staff , 1 project assistant
- UNIFEM: 2
- HRO: 0

b. International Staff:

Operation:

- UNICEF: 0
- UN-HABITAT: 1
- UNESCO: 0
- WHO: 0
- UNIFEM: 0
- HRO: 0

Programme:

- UNICEF: 2
- UN-HABITAT: 1
- UNESCO: 1 Project Manager, 1 consultant for Education Management Information System (EMIS)
- WHO: 0
- UNIFEM: 1
- HRO: 0

III. Methods of Operating

a. Implementation mechanisms to achieve maximum impact

The project is led by UNICEF and jointly implemented by UNICEF, UNESCO, UN-HABITAT, WHO, UNIFEM and UNAMI/HRO with close coordination with MoEs in Baghdad and Kurdistan Region (KR) as lead ministries. The project is further coordinated with the Ministry of Health (MoH), Ministry of Human Rights (MoHR) and the State Ministry of Women's Affairs (SMoWA) in Baghdad and KR, and relevant directorates in the selected Governorates (Suleimaniyah, Salaheldin and Thiqr) along the different stages of the project to address various elements of Education in Iraq. Also, the programme components will be designed and implemented in close coordination with and involvement of community stakeholders to ensure long term ownership and sustainability.

b. Procurement procedures utilized

Procurement of supplies under the project will follow each agency's standard procurement procedures.

c. Monitoring system(s) and lessons learned

A major component of the programme includes an integrated joint monitoring and evaluation system that will allow fast reaction to any sudden changes which might affect the implementation of the programme. UNICEF as the lead agency is responsible for the coordination of the programme, while UNESCO is accountable for attainment of the specific outputs in the designed monitoring system. The implementation of the project is ensured with the establishment of steering committees at the central and local levels. The National Steering Committee, which is responsible for the preparation of comprehensive implementation plans including monitoring the progress of implementation and reporting, has been appointed and is chaired by MoE with membership of the UN agencies and concerned DoEs. The National Steering Committee is also responsible of the appointment of Local Steering Committees in the three governorates of Suleimaniyah, Salaheldin and Thiqr.

In order to monitor and evaluate the progress of the project implementation, a baseline assessment on the selected school communities will be carried out, with focus on primary school attendance and causes of varying levels of attendance, especially for girls, including literacy levels in the selected governorates. In addition, 2007/2008 school survey results will be considered as a reference for evaluation.

Mid-term and final evaluations of the programme will take place to determine the effectiveness of the programme and level of progress against the set quantitative and qualitative targets. The methodology of the evaluation will be based on the analysis of actual outputs against the designed targets through conducting mid-term and final assessments.

In addition, M&E systems for monitoring of performance towards the MDGs/EFA will be strengthened. UNICEF, UN-HABITAT, UNIFEM, UNAMI/HRO and WHO will work together to contribute to the UN's joint performance and MDG indicator database – DEVINFO and IRAQINFO– in collaboration with the MoE and the DoEs. This database will include all education indicators that are in the Iraq Living Conditions Survey (ILCS), the Multiple Indicator Cluster Survey (MICS3), and the school survey. Mapping of targeted schools will also take place through this system. The capacity of the MoE and DoEs will be built in order to effectively monitor and track the progress of indicators towards MDG 3.

Ongoing monitoring in the field will be conducted by engineers and facilitators of the UN agencies' focal points from DoEs/Directorates of Health (DoHs) at governorate level. To assure quality monitoring, they will be oriented on the programme and trained in monitoring techniques to be able to track performance towards the goals of this programme, in addition to expected field missions by UN international staff and consultants, as well as steering committee members to project sites, when and where security conditions permit. Field visit reports will be prepared including photos reflecting the quality and timely completion of different activities.

Auditing, accountability and performance evaluation systems will be established by partner agencies as part of the implementation of the programme. These systems will ensure that all programme activities are

properly carried out and financially tracked by both the UN partner agencies as well as all government and institutional and community stakeholders in Iraq that receive programme funds. Third party organizations such as international and local auditing firms will be engaged to implement these systems.

d. Assessments, evaluations or studies undertaken

The final programme evaluation is being prepared by the lead agency, UNICEF, with a consultation with UN-HABITAT and WHO, and the TOR for the evaluation work has been developed and approved by UNICEF Regional Office as well as RC office. The evaluation is expected to take place during the last quarter of implementation, i. e in May – June 2014.

IV. Results

a. Summary of Programme progress in relation to planned outcomes and outputs

<p>Output 1.1 Education system supported through developing the institutional and human capacities equally at all levels (MoE/DoEs) in planning, policy formulation, project design and management, information management and data analysis.</p>	<ul style="list-style-type: none"> • UNESCO UNICEF and the World Bank organized a Technical Meeting in Erbil on 2-6 March 2011 with Iraqi officials from MoE and MoHE in Baghdad and Erbil in addition to the drafting committee of the strategy. Chapter 3, dealing with polices and strategic goals, was discussed and different scenarios were presented at the meeting. • As part of the coaching activities towards the development of the Iraqi National Education Strategy (NESI), the first draft of chapter 3 including educational policies was sent to UNESCO and UNICEF in May 2011. Revised chapter and comments were submitted by experts of both agencies to focal points from the Government of Iraq (all concerned ministries). • UNESCO organised two consecutive workshops, one on simulation (20-22 July) for 12 participants from MoE and MoHE in Baghdad and Erbil, and another one with member the NESI Technical Group (23-29 July, 2011) (24 Participants), focused on the strategy document. The seven-day Technical Meeting gathered representatives of the Deputy Prime Minister’s Office, MoE and MoHESR from Baghdad and Erbil. A group of experts in education from UNESCO, UNICEF and the World Bank were also present to assist Iraqi participants in the process of reviewing and completing the NESI document. Based on the outcome of the Simulation Workshop, participants discussed during the Technical Meeting how enrolment and cost projections of general and higher education should be integrated into the strategy analysis, particularly concerning its future financial sustainability. Review of the draft Strategy document submitted by the drafting committee prior to the meeting focused on the strategic framework and its linkage to future programmes that will be implemented in order to achieve the objectives included in the strategy, which spans from 2012 until 2020. International Experts and Agencies expressed their commitment to supporting the Government of Iraq in the review and completion of the INES document as well as the way forward and the next steps until the final draft summary document is submitted to the Higher Committee 	<p>100%</p>
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	for the National Education strategy in 2012.	
<p>Output 1.2 EMIS further enhanced to address the needs in data collection, processing and analysis at all levels</p>	<ul style="list-style-type: none"> • UNESCO organized a training workshop in Erbil on “SQL reporting” targeting MoE officials, 5 from Baghdad and 5 from Erbil on 13-17 May 2011. The training increased knowledge of the MoE programmers in producing statistical reports using the new EMIS software. • The 2008-2009 module data entry was finished and submitted to UNESCO in September 2011 to produce the statistical reports after merging the data of MoE Baghdad and MoE Erbil and having been verified by both MoEs. The statistical report will be printed in 2012. • UNESCO organized a training workshop in Erbil for the period 2-10 October 2011 on the DOTNET and ASPNET. This training, which targeted programmers from MoEs, 5 from Baghdad and 5 from Erbil, will allow the programmers to receive the “Source Code” of the EMIS. 	100%
<p>Output 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools</p>	<p>Construction of 25 schools 12 by the UN-Habitat and 13 by UNICEF in 3 selected governorates (Suleimaniya, Salahalddin, ThiQar):</p> <p>By UNICEF 12 schools have been completed and handed over to the Government Department of Education. Construction work in the remaining one school also have been completed and handing over is planned to take place in the coming month. All the 12 schools have received the required furniture.</p> <p>UN-Habitat completed the construction works of the 12 schools and handed over to the Government Education Departments, 4 schools in Suliemaniya, 4 schools in Salahaddin and 4 schools in ThiQar. In addition to construction of two multipurpose halls. One in Salahaddin inside Al-Nawars Primary School, and another in ThiQar inside Ali Alakbar Primary School.</p> <p>UN-Habitat completed the process of supplying the completed constructed 12 schools, with (1,740) school desks and chairs.</p> <p>In Suliemaniyah the 4 newly constructed schools were supplied with (600) school desks and chairs. It was delivered to Suliemaniya DOE. Another shipment of (600) school desks and chairs were delivered to Salahaddin DOE. Also (540) school desks and chairs were delivered to ThiQar DOE.</p>	100%
<p>Output 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives</p>	<p>A partnership with International Rescue Committee (IRC) and Danish Refugee Council (DRC) has been established to strengthen community school linkages and to improve school management. PTA’s in the schools have been activated and led to a participatory school improvement plan. Implementation of school improvement plans will be supported during the coming months. School Based Management under the overarching strategy of Child</p>	100%

	<p>Friendly Schools have been the main implementation strategy adapted by the UNICEF to provide school with more autonomy and encouraged participation of all stakeholders to improve the quality of education. All school teaches, Head Teachers, parents and pupil have been engaged in generation of the participatory SIPs. Enrolment drives, school cleanliness, teachers professional development plans, child centred teaching and engagement of the parents in their children education are major parts of the School Improvement Plans. UNICEF will continue to assist the PTAs with their capacity enhancement for implementation of the SIPs.</p> <p>Monthly meetings are held with the Steering Committee in Suleimaniyah led by UN-Habitat Area Coordinator, in participation of the different government and community representatives and UN partners. The minutes of meetings are usually shared with all partners and stakeholders.</p>	
<p>Output 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes</p>	<p>UNICEF's approach to school maintenance is linked with its overarching strategy of Child Friendly schools that is being applied across 300 schools across all the 18 governorates with full support and ownership of the government. The 13 UNICEF supported schools are made part of the Child Friendly schools where a representative Parent Teachers Association of formed trained and led to regular school maintenance. The PTAs in the 12 completed schools have been formed. Training for PTAs are planned for the month of May, 2012. Introduction and use of school maintenance manual developed by UN Habitat will be used in these trainings. Discussions with UN-Habitat are under way to include their supported 12 schools into CFS schools.</p> <p>UN-Habitat and UNICEF facilitated a training of trainers' workshop in Erbil between 22 and 25 January 2011 for 12 MOE supervisors and engineers on "Asset management and school maintenance."</p> <p>UN-Habitat conducted a workshop for 5 MoE & DoE engineers & 3 UN HABITAT engineers during the period 25-26 July in Erbil on how to start the pilot project on the 2nd stage of School Maintenance application for the 12 newly constructed schools in the three governorates.</p> <p>UN-Habitat completed the draft Manual on school maintenance. The Manual was sent for approval by the Minister of Education in Baghdad.</p> <p>The Manual was rejected by H.E the Minister because it recommends the participation of students' parents in the process of maintaining the school buildings. Knowing that the Manual was prepared in full cooperation with MOE engineers, in presence of head of school buildings department in MOE (Mr. Emad Elabid).</p>	100%

<p>Output 3.1 Quality of school health improved through raising awareness among 7,500 pupils on good sanitation and hygiene practices, and providing children with psychosocial assistance and screening for visual and hearing difficulties and musculoskeletal abnormalities</p>	<p>Through close coordination between the central committee at MoH and MoE federal and Kurdistan region and the local committees at DoH and DoE in the three selected governorates, WHO supported 6 training courses for the school health screening teams (doctors and teachers) in Salaheldin, Theeqar and Suleimaniyah. The total number of doctors and teachers trained were (53 doctors and 125 teachers) from DoH and DoE.</p> <p>WHO supported the school health screening for students in the 25 primary schools involved in the project. Students aged 6-12 were screened for visual, hearing difficulties and muscle-skeletal abnormalities.</p> <p>WHO supported health and hygiene awareness campaigns in the selected school communities which involved the following :</p> <ul style="list-style-type: none"> - (12) Advocacy meetings for 172 community leaders and parents on raising awareness about health and hygiene. - 10 training courses on health and hygiene for teachers using the teachers training guide <p>For the component on building the capacity of teachers and doctors on first aid mental health support, WHO supported 8 training courses (a 5 days training course on mental health first aid and psychosocial support) for 208 doctors, paramedical staff and teachers from the selected PHC centers and schools .</p> <p>Distribution of 46 audiometers and 200 snellens chart for visual examination of students at the PHC centers within the catchment area of the 25 schools in the three governorates to be used in the students screening and further periodic annual preschool entry check up.</p> <p>Screening for nutritional status of students at primary schools as part of the diet and physical activity project and for early detection of nutritional problems among students.</p> <p>Procurement and distribution of 50 Audiometers for primary health centers providing school health screening services for school students.</p> <p>Data analysis of student's health screening was completed and the final report and results were launched by MoH with support of WHO in October 2012.</p>	<p>100%</p>
<p>Output 4.1 Capacity of MoE/DoE and community stakeholders including woman leaders built on gender and human rights issues</p>	<p>UN Women's GFP in the three governorates participated effectively in all steering committee meetings and provided input on issues related to gender equality and human rights issues.</p> <p>UN Women build the capacities of 30 representatives of the DoE, MoE, DoH, SMOWA, the directorate of human rights in addition to women activists and community leaders from three governorates (Thiqar, Salahdeen, and Suleimaniyah)</p>	<p>100%</p>

	<p>through training workshop on gender equality in education.</p> <p>UN Women provided financial, technical and managerial assistance to Mercy Hands, Kurdistan social development and development of marshes Arab Culture organizations to enable them to conduct training workshops to enhance the capacities Of 450 students and teachers on gender and human rights perspectives.</p>	
<p>Output 4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education, especially for girls and women, and empowerment of local communities with the involvement of trained stakeholders under 4.1</p>	<p>UNWomen in partnership with Al-Habobi and Mercy Hands Organizations supported the launching of 3 advocacy and awareness campaigns in Suleimaniyah, Thiqr and Salahdin governorates. UNWOMEN provided the three organizations with financial, technical and managerial assistance to enable them to conduct art exhibitions in 15 schools, produce and broadcast 18 radio programs in local radio stations and print 6000 posters and leaflets.</p> <p>UNWomen conducted three 2-days advocacy and consultancy meetings in Thiqr, Salahdeen, and Suleimaniyah during 2011 for 90 participants from MoE, DoE, SMOWA, Ministry of Labour, Social Affairs (MOLSA), MoH, community leaders and civil society organization to prepare for the launching of the education campaign in Thiqr, Suleimaniyah and Saladin. The purpose of those meetings was to agree on the main message of the campaigns agree on the preparation and the main activities.</p>	100%
<p>Output 5.1 NFE policies formulated/adopted</p>	<p>Final Literacy Strategy has been validated by MoE, Prime Ministry Office and ED Committee at Parliament in June 2011.</p> <p>The validation of the Literacy Strategy is the result of the capacity building and technical support provided by UNESCO since the beginning of the project.</p>	100%
<p>Output 5.2 MoE and DoE staff trained in NFE textbook development methods to design and develop learning materials for ALP and NFE for use at the DoEs and Community Learning Centres (CLCs)</p>	<p>New literacy curricula have been completed in 2011. New Literacy textbooks (Arabic Language basic and advanced, Mathematics basic and advanced, and General Culture), and three teacher's literacy guidebooks for Arabic Language, Mathematics and General Culture have been developed and adopted by MoE with technical assistance and support of UNESCO.</p>	100%
<p>Output 5.3 Three CLCs equipped and functional, including building the capacity of their staff</p>	<p>Three Community Learning Centers in Thi-Qar, Salahhadin, and Sulaymaniyah have been established in 2011. Following capacity building training completed in 2010 and delivery of equipment for income generating training courses the centers have opened for literacy and life skills training courses.</p>	100%
<p>Output 5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE</p>	<p>Within the Framework of Literacy Initiative for Empowerment (LIFE) for Iraq, national advocacy campaigns were launched in 2011. Events targeting more than 30,000 Iraqis throughout Iraq (around 3000 in Thiqr, Salaheldin and Suleimaniyah) were organised together with the Ministry of Education and National NGOs. Teachers, families, politicians and representatives of local communities were</p>	100%

	involved in meetings, theatre representations, and sport events to express their views towards the development of a national literacy campaign in Iraq. During the events 30,000 raising awareness materials including posters and T-shirts were distributed by UNESCO.	
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b. Key outputs achieved

Outcome 1: Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened.

During this reporting period substantial progress has been made and lead to the achievement of all the expected outputs under outcome 1. Technical assistance has been provided by UNESCO, UNICEF and the World Bank for the finalisation of the national Education Strategy, which is now at its final stage. Technical support included the organisation of three technical meetings with the overall attendance of 30 participants from MoE & MoHE Baghdad and KRG, deputy Prime Minister’s Office, MoP and MoF, (5 days technical meeting organised in Erbil on March 2011 and two consecutive workshops, one on simulation (20-22 July) and another one with member the NESI Technical Group (23-29 July, 2011). The final document will be submitted the Higher Committee for the National Education strategy for approval in 2012. Concerning the enhancement of EMIS, in addition to strengthening the capacity of programmers at MoE in Baghdad and Erbil through the training sessions of SQL and DOTNET above-mentioned, the modified EMIS software has been developed and the data entry finalized for the academic year 2008/2009.

Outcome 2: Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and ThiQar created by building 25 new schools replacing very old mud schools.

- *UN Habitat will complete the remaining unfinished work in Salaheldin and the provision of furniture for the 4 schools in ThiQar.*
- UN-Habitat and UNICEF will support the MOE in implementing a pilot project on school maintenance for 50 selected schools, 25 schools in the first phase, and the remaining 25 schools have been constructed under this phase of the project.
- The remaining one school will be handed over to the government by before early May 2012. UNICEF will continue to work with the Parent Teacher’s Associations to enhance their capacities to implement school improvement plans and ensure regular maintenance of the schools. Teachers training to engage children and parents will be continued on regular basis.

Outcome 3: School health services for students in vulnerable areas including mental health services; life skills and psychosocial support intervention for teachers and students improved and strengthened at all levels.

WHO supported MoH and MoE through close coordination with focal points at the selected governorates from DoH and DoE to strengthen the school health services in the selected 25 mud schools through raising awareness in the school community about health and hygiene , training f teachers on life skills education and psychosocial support and assessment of the student’s heath and their nutritional status.

- WHO completed the students screening in the 25 Disadvantage schools in the three governorates, analysed the data and launched the student’s screening report in a high level event in Baghdad. Six trainings for school’ teachers took place at the mentioned governorates and students with visual and hearing problems received eyeglasses and hearing aids.
- WHO have procured 50 audiometers and 200 Snellings charts for schools to ensure sustainability of the screening services

- WHO strengthened the coordination among the central steering committee and local committees at the governorate level.

All the mentioned activities regarding the student's screening and training was followed closely by the central committee represented by MoH and MoE at the central level through successive supervisory visits to the selected school in the three governorates and the provision of feedback to the responsible key person at the schools so that to ensure sustainability of the implementation of the different components of the project,

Outcome 4: An integrated gender mainstreaming and human rights strategy introduced at policy level and awareness on the importance of scaling up girls' and women education promoted at the community level.

UNWomen drafted guidelines on how to increase girls' enrolment in schools in the three selected governorates UNWomen circulated the draft guidelines for all UN Agencies partners for their feedbacks and comments. The comments received were incorporated. UNWomen finalized and launched these guidelines on 8th of March, on the women day.

Outcome 5: Technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (including ALP) provided.

During this reporting period substantial progress has been made and lead to the achievement of all the expected outputs under outcome 5. Technical assistance has been provided for the finalisation of the national literacy strategy, this included the organisation of two training workshops with the overall attendance of 60 participants from MoE Baghdad and KRG (four day training workshop was organised in Erbil on February 2011 and two day workshop organised in Erbil on June 2012). The delivery of quality literacy programs have been supported with the finalisation of the new literacy textbooks, the establishment of three model Community Learning Centers, and the launching of awareness campaign targeting 30,000 vulnerable beneficiaries

c. Delays in programme implementation, constraints and actions taken

There had been delays in the construction of the 12 schools by UN-Habitat and in the provision of school furniture due to the following reasons:

- The contractors awarded the contracts for the construction of 4 schools in Salahelddin have failed to finish their work and had only completed 2 schools out of 4. Ultimately, the contracts have been terminated and a new bidding process will be conducted.
- The procurement process of school furniture in Salaheldin had faced delays due to a fire which occurred in the factory. Delays were encountered in Thi-Qar because the committee did not respond on time to the submitted sample thus resulting in expiration of the validity of sample. A new sample will be submitted for approval by MoE committee.
- The administrative changes in the ministries and provincial councils affect the implementation of the project activities. Re-explanation and re-familiarization will have to be done to new staff before moving on with the implementation of the planned activities.
- The rainy season and the religious holidays have delayed the implementation of the students school screening
- The administrative changes in the ministries and provincial councils are effecting the implementation of the project activities as the new staffs are not aware of the project and they need to have full explanations before moving on with the implementation of the planned activities

d. Key partnerships and collaborations

The Ministry of Health, Ministry of Education and the education Sub Priority Working Groups (WHO,

UNICEF, UN HABITAT and UN WOMEN) has been working closely together during the implementation of the project activities and coordinate their work in order to maximize the synergy and prevent any duplication of efforts.

WHO is working in coordination with UNICEF which is the leading agency for this programme and other UN agencies to support the implementation of the programme by MoH, key managers and health professionals from the central, governorate and district levels, which directly increases levels of capacity building and long term sustainability.

NGO community have also been involved both through the implementation arrangements as well as through the Sub-priority working groups to fully support these schools.

e. Highlights and cross-cutting issues

Mothers' participation was reinforced in schools with formation of Mother Support Groups. Gender sensitive trainings are planned to be organized in all 25 schools. Particular focus has been given while constructing gender sensitive water and sanitation facilities. Inclusion is one of the main principle of the Child Friendly school which is being enforced through training of teachers as well as school administration.

V. Future Work Plan

a. Projected activities and expenditures for the following reporting period (1 January-31 December 2012)

No adjustment were made in strategies, targets or key outcomes and outputs

Outcome 1: *Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened*

In the framework of the NESI, a final consultation meeting with stakeholders will be organised in April 2012 following the technical meeting organised in March to further improve the NESI document and address gaps in monitoring and evaluation and financing. It is expected that the GoI will launch the strategy in May 2012 the latest. With regard to the EMIS, the 2008/09 statistical and analytical reports will be completed by May 2012. A coordination meeting will be organised to link EMIS to Ministry's information systems on finance and human resources.

Outcome 2: *Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and ThiQar created by building 25 new schools replacing very old mud schools*

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- *UN Habitat will complete the remaining unfinished work in Salaheldin and the provision of furniture for the 4 schools in ThiQar.*
- *UN-Habitat and UNICEF will support the MOE in implementing a pilot project on school maintenance for 50 selected schools, 25 schools in the first phase, and the remaining 25 schools have been constructed under this phase of the project. A School Maintenance Manual was developed in cooperation with International expert. It was prepared in full cooperation with MOE engineers, in presence of head of school buildings department in MOE (Mr. Emad Elabid). This was through workshops held in Amman and Erbil.*
- *However, the Manual was not approved by H.E the Minister because it recommends the participation of students' parents in the process of maintaining the school buildings.*

- UNICEF plans enhance capacity of the PTAs through generating participatory School Improvement plans and their implementation. Teacher training will also be conducted for child centered teaching and learning as well as involving parents in children education.

Outcome 3: *School health services for students in vulnerable areas including mental health services; life skills and psychosocial support interventions for teachers and students improved and strengthened at all levels*

Major achievements have been completed within the framework of the joint project. However, WHO' future plan is to maintain the inter collaborated efforts to sustain the Students health status' assessment to be periodic bases and cover all schools in an objective to improve the quality school health services and early detection and management of health problems among students, teacher and communities. Moreover, based on the results of the first assessment conducted in the 25 disadvantage schools, WHO will support the MOH and MOE in conducting supervisory visits to follow up the inter-sectoral interventions recommended to enhance the health status of students and improve the environment in the mentioned schools

Outcome 4: *An integrated gender mainstreaming and human rights strategy introduced at policy level and awareness on the importance of scaling up girls' and women education promoted at the community level*

Enhanced the capacities of 480 participants from the DoEs, MoE, DoHs, SMOWA, the directorate of human rights in addition to women activists and community leaders ,teachers and students from three governorates (Thiqr, Salahdeen and Suleimaniyah). This was achieved through the conduction of 14 training workshops on gender equality in education ; The trainings provided the participants with adequate knowledge and information on Gender concepts, Gender relations, Gender equality, Mainstreaming gender concept, Gender analysis and Women's rights in international treaties such as CEDAW .The participants were also equipped with introductory knowledge and tools to be able to effectively mainstream gender and human rights issues within their work.

The following recommendations were agreed upon on all the trainings conducted: recommendations:

- ✓ The need to design education programmes to integrate gender.
- ✓ The need to raise the awareness on the importance of girl's education through the conduction of awareness campaigns and training workshops at the community level.
- ✓ The need to involve girls in the recreational activities prepared by schools.
- ✓ The need to amend the curriculum to integrate the concepts of gender and human right in it.
- ✓ The need to build a strong network of gender experts in order to exchange and learn from their experiences and good practices.
- ✓ The need to advocate for girls enrollment in schools.

The pre and post assessment conducted by UNWomen Iraq and the Iraqi NGO's to measure the success of the training and the impact, revealed that the participants' knowledge had increased by the percentage of 40 in the following subjects; gender and human rights concepts and perspectives in education, Definition of CEDAW, Violence against women and international instruments that protects women .

- Three awareness campaigns on the importance of scaling up girls' and women's education in Thiqr, Sulimanyia and Salahdeen were launched during 2011.

The direct beneficiaries of the campaign were 9000 student and teachers from the mud schools involved in the Programme Supporting the efforts of GoI in developing the capacity of the Iraqi Education Sector through Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting the EFA goals, local community and local government bodies. The implemented activities included 18 free art sessions and exhibitions, twenty one children's theatrical play, twenty one radio shows and programs. UNWomen in close coordination with NGOs in Iraq printed and distributed 9,000 posters and leaflets in the three governorates.

An impact assessment study was developed to measure the awareness levels and evaluate the effectiveness of the educational and media campaigns in the three governorates The study was conducted amongst different stakeholders such as students, teachers, ministries, civil society organizations, media and religious leaders .The

data was collected using qualitative methodologies in the form of focus group discussions of different stakeholders and face-to-face interviews.

The results of the study identified the strengths and the weaknesses of the campaigns ,it also suggested some recommendations to be taken into consideration in future campaigns.

Strengths:

The preparation meetings before the launching of the campaigns have helped in having a joint workplan in which everyone's roles and responsibilities were identified.

The national steering committee in each governorate participated and supported the launching of the campaign in each governorate.

The targeted schools in the three governorates have supported UNWomen's efforts and the launch of the campaigns.

Outcome 5: Technical assistance to MoE for developing a comprehensive national policy on NFE and enhanced service delivery of NFE (including ALP) provided

Major achievements have been completed within the framework of the joint project.

In order to ensure the long term sustainability of the results achieved within this project including the establishment of community learning centers in partnership with MoE, the finalisation of the national literacy strategy and the development of new curricula and literacy textbooks, UNESCO will continue its intervention through the Literacy Initiative for Empowerment (LIFE) program, which was launched by UNESCO in 2010. The completed work has been instrumental in supporting a national literacy/non-formal education campaign that will target 2.5 million illiterates by 2015 with continuous technical and financial support from UNESCO.

VI. Annual Performance Indicators assessment

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Means of Verification	Comments (if any)
Outcome 1 Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened						
Output 1.1 Education system supported through developing the institutional and human capacities equally at all levels (MoE/DoEs) in planning, policy formulation, project design and management, information management and data analysis.	Indicator 1.1.1 Number of coordination and follow up events conducted	0	3 Events	3 Event	Workshop reports	Given the current status in the development of the National Education Strategy the holding of one event has been anticipated
	Indicator 1.1.2 Number of training and educational material on planning, policy formulation developed	0	1 Comprehensive set of training material (Course Package)	1 set of training materials developed.	Progress reports	Training package for capacity building in education policy planning, monitoring and evaluation have been adapted and translated into Arabic in cooperation with IIEP.
	Indicator 1.1.3 Number of MoE/DoE staff trained on data analysis, micro strategic planning and project design (male/female)	0	56 staff at MoE/DoE trained on data analysis, micro strategic planning and project design	137 MoE/DoE staff trained (19 female; 118 male)	Training reports	UNICEF / UNESCO
	Indicator 1.1.4 Number of MoE/DoE staff trained on planning and management	0	43 senior staff trained	50 senior staff trained	Training reports	UNICEF/ UNESCO
Output 1.2 EMIS further enhanced to address the needs in data collection, processing and analysis at all levels	Indicator 1.2.1 Number of additional EMIS software modules developed	6 EMIS modules	1 Comprehensive Module	1 overall module developed	Progress reports from field offices, number of modules distributed	
	Indicator 1.2.2 Number of technical ministry staff trained on EMIS	60 from MoE/DOEs	8 Technical Staff	8 technical staff trained	Progress reports from facilitators, MoE, DoEs and partners' evaluation report	See above training sessions conducted on DOTNET, SQL and ASPNET.
	Indicator 1.2.3 Number of annual statistical report	2004/2005 annual report	2008/2009 annual	2008/2009 annual	School survey reports	2008/2009 statistical report is expected to be finalized in

	generated through EMIS	generated (1 report)	statistical report (1 report) through EMIS	statistical report drafted.		spring 2012.
Outcome 2 Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thiqr created by building 25 new schools replacing very old mud schools;						
Output 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools	Indicator 2.1.1 Number of schools constructed	0	25 schools constructed	25 Schools constructed 12 by UN-Habitat and 13 by UNICEF	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	UNICEF 12 schools constructed and handed over to the Government the remaining one school is near completion and will be handed over to the Government in April/May 2012. UN-HABITAT completed the construction of 12 schools and handed over to the Government.
	Indicator 2.1.2 Number of schools provided with furniture/equipment	0	25 schools	0	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	Standard designs for child friendly desks and chairs were prepared and adopted by MOE in Baghdad and Erbil. All 12 schools (4 in Suleimaniyah, 4 in Salahalddin and 4 in Thiqr) had received the furniture (School Desks and chairs).
	Indicator 2.1.3 Number of schools that receive teaching aids and learning materials (by type)	0	25 schools	25 schools	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	The supply distribution at the beginning of the school year is also planned in 2011.
Output 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives	Indicator 2.2.1 Number of standard school designs developed	0	3 school designs	6 school designs	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	6 design modules for construction of new primary schools were prepared together with detailed drawing and Bills of quantities, which will be used for construction of the 25 schools by UNICEF and UN-HABITAT, in additions to construction of school by MoE.

	Indicator 2.2.2 Number of engineers (male/female) trained	0	36 DoE engineers	18 DoE engineers	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	UNICEF & UN-HABITAT trained 9 engineers and supervisors on implementation of school maintenance
	Indicator 2.2.3 Number of community members trained and involved	0	Community members	60	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	UNICEF trained 48 PTA members plan to train the remaining PTS is underway.
Output 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes.	Indicator 2.3.1 Number of schools implementing maintenance strategy	0	50 schools	25	Progress reports from field offices, engineers, MoE, DoEs, schools and partners, project evaluation report	Activities under school maintenance strategy were not achieved, because the developed school maintenance manual was not approved by the Minister of Education. As he rejected the concept of parents participation in school buildings maintenance.
	Indicator 2.3.2 Number of plans prepared and implemented on school maintenance	0	1	2	Progress reports from field offices, engineers, MoE, DoEs, schools and partners, project evaluation report	A participatory workshop on child friendly schools and school maintenance was facilitated by UNICEF and UN-HABITAT between 22 and 23 November 2009. The school maintenance was drafted by an international consultant with cooperation with engineers and experts from the Ministry of Education, However it was not approved by the Minister.
Outcome 3 School health services for students in vulnerable areas including mental health services; life skills and psychosocial support intervention for teachers and students improved and strengthened at all levels						
Output 3.1 Quality of school health improved through raising awareness among 7,500 pupils	Indicator 3.1.1 Number of screened students	0	4500 students	4700	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners,	Some students were not available at schools at the time of conducting the screening tests

on good sanitation and hygiene practices, and providing children with psychosocial assistance and screening for visual and hearing difficulties and musculoskeletal abnormalities					project evaluation report	
	Indicator 3.1.2 % of screened students who receive eye glasses/hearing aids	0 %	6 %	20%	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	20% of the screened students received eye glasses Only 35% received hearing aids.
	Indicator 3.1.3 Number of local advocacy and awareness campaigns on school health	0	1 local campaign	2 campaigns	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	2 campaign with distribution of 1000 brochures on health and hygiene awareness
	Indicator 3.1.4 Number of schools/centres promoting health & hygiene messages	0	25 schools	24 schools	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	24 schools
	Indicator 3.1.5 Number of schools offering psychosocial support	0	25 schools	24 schools	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	24 schools
	Indicator 3.1.6 Number of ministry staff (male/female) trained by type	250 teachers & health workers on health promoting and psychosocial support	150 teachers & health workers on health promoting and psychosocial support	-261 doctors and 125 teachers trained on health promotion and psychosocial support - 200 community leaders	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	-261 doctors and 125 teachers trained on health promotion and psychosocial support - 200 community leaders and parents were trained on health and hygiene key massages
Outcome 4 An integrated gender mainstreaming and human rights strategy introduced at policy level and awareness on the importance of scaling up girls' and women education promoted at the community level						
Output 4.1 Capacity of MoE/DoE and community stakeholders including woman leaders built on gender and human rights	Indicator 4.1.1 Number of ministry staff and community leaders (male/female) trained on gender and human rights	0	100 officials from MoE/DoE and community	100 officials were trained	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	Training workshop report

issues	issues		leaders			
	Indicator 4.1.2 Number of civil society and community initiatives	0	10 initiatives	6 initiatives were funded	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	NGO's report
Output 4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education especially for girls' and women, and empowerment of local communities with the involvement of the trained stakeholders under 4.1	Indicator 4.2.1 Number of advocacy and awareness campaigns on gender and human rights	0	1 integrated media campaign	3 Media campaigns were launched	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	Report
	Indicator 4.2.2 Number of materials developed (by type)	0	3 sets of materials	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	Leaflets, brochures and games developed for students and teachers
Outcome 5 Technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (including ALP) provided;						
Output 5.1 NFE policies formulated/adopted	Indicator 5.1.1 Number of policies and strategies developed	0	1 (NFE Policy)	1 strategy developed.	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	NFE Policy under development
Output 5.2 MoE and DoE staff trained in various NFE textbook development methods to design and develop learning materials for ALP and NFE for use at the DoEs and community levels	Indicator 5.2.1 Number of learning material sets developed (disaggregated by type)	0	6 sets	6 new literacy textbooks completed including Arabic Language (basic-advanced), Mathematics (basic-advanced), general culture and life skills.	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	

	Indicator 5.2.2 Number of ministry staff (male/female) trained on textbooks development methods	0	18 MoE/DoE staff	27 MoE/DoE staff (6 curricula developers on development of literacy textbooks; 21 members of the MoE National Committee on curricula development)	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	
Output 5.3 Three CLCs renovated, furnished, equipped and functional.	Indicator 5.3.1 Number of centres provided with furniture/equipment	0	3 CLCs	3 CLCs established and functioning	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	3 CLCs have been established by MoE and are expected to be fully equipped in 2011.
	Indicator 5.3.2 Number of illiterate adults (male/female) served during first year	0	1000 illiterate adults (700 F, 300 M)	1000 illiterates expected to enroll in the established centers starting in 2012	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	
Output 5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE	Indicator 5.4.1 National literacy campaign launched	No	One national literacy campaign launched	2 National Literacy Campaign launched	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	2 National Literacy Campaigns launched in the occasion of International Literacy Day (Sep. 2009/ 2010)