



[UNDG-Iraq Trust Fund]

ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2009

Submitted by:

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Country and Thematic Area²

Iraq- Education Sector

Programme No:

MDTF Office Atlas No: 66862
ATLAS Award Number: 54862

Programme Title:

B1-28: Improving Relevance and Quality of
Technical and Vocational Education and
Training in Iraq

Participating Organization(s):

Lead Agency: UNESCO
Participating Agencies: ILO, UNHABITAT

Implementing Partners:

- Ministry of Education (MoE)
- Ministry of Higher Education and Scientific Research (MOHESR)/ Foundation of Technical Education (FTE)
- Ministry of Labour and Social Affairs (MOLSA)

Programme Budget (from the Fund):

Total Programme Budget: \$ US 8,860,000
UNESCO: \$ 5,308,400
ILO: \$1,550,668
UNHABITAT: \$ 2,000,932

Revised Budget : Same

Programme Duration (in months):

Start date³: 31 July 2007

End date: 31 July 2010

Original end date: 31 January 2009

Revised end date: 31 July 2010

- Budget Revision and extension(1):
18 January 2009
- Budget Revision and extension(2):
5 January 2010

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.

Purpose

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

This program will develop a highly effective, relevant and quality TVET system in Iraq. The TVET stakeholders will be capacitated to deliver flexible and demand-driven training programs that meet the needs of industry and the labor market.

Main Objectives of the programme/project:

1. Establish a National Technical and Vocational Education and Training Policy Framework
2. Vocational and Technical skills provision enhanced in all TVET public structures.
3. MoE, FTE and MoLSA TVET equipment improved and modernized.

Main Outcomes of the programme project:

The rehabilitation and modernization of the Technical and Vocational Education and Training Sector in Iraq supported by re-orienting and improving the (TVET) system so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors of the economy.

Main Outputs of the programme project:

Objective 1:

- 1.1. A TVET Policy Framework document prepared and endorsed.
- 1.2. Organizational reform plans developed and adopted for individual TVET providers.
- 1.3. A TVET Program Review and Renewal Plan developed.
- 1.4. The national labor market and training needs information system strengthened.

Objective 2:

- 2.1. A short-cycle modular training “Skills for Work” programme implemented.
- 2.2. Entrepreneurial skills integrated and delivered in the TVET stakeholders programs.
- 2.3. Three Contract Training Centres (CTCs) established as pilot Business Units.
- 2.4. An Apprenticeship Vocational System for 3 selected disciplines at 3 pilot schools introduced for best practice-based approaches.
- 2.5. Quality and relevance of vocational and technical programmes upgraded.

Objective 3:

- 3.1. TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.

I. Resources

Financial Resources:

Project Budget: \$ 8,860,000

UNESCO : \$ 5,308,400

ILO: \$ 1,550,668

HABITAT: \$ 2,000,932

Human Resources:

UNESCO:

National Staff:

1 National Staff NOA level partially co-shared with other projects; 5 National Staff GS level partially co-shared with other projects

International Staff: 1 Project Manager based in Amman (part-time)

ILO:

National Staff:

1 Admin and Finance Assistant (Management); National Project Coordinator

International Staff: Chief Technical Advisor; Competency Based Training consultant/three months

UN HABITAT:

National Staff:

1 National Officer based in Baghdad, 1 Programme Assistant based in Amman, 2 Field Engineers (shared with other projects)

International Staff: 1 Project Manager

II. Implementation and Monitoring Arrangements

Summary of the implementation mechanisms primarily utilized and how they are adapted to achieve maximum impact given the operating context.

The TVET project is jointly implemented by UNESCO, ILO, and UNHABITAT:

- Quarterly meetings are held between the partners to ensure appropriate supervision of project implementation.
- Close consultation, collaboration and information sharing is taking place to ensure prompt and successful implementation of the activities of the project.
- Focal points have been assigned in each of the ministries; in the MOE, DG of Department of Vocational Training, in MOHSR/FTE, the President of the Foundation of Technical Institutes, and MOLSA/Directorate of Training.

- A Steering Committee (SC), headed by the Deputy Minister with representatives from the main MOLSA directorates, is jointly responsible with the Project Team in setting the implementation strategy and facilitating the implementation of the Project's activities inside Iraq.
- A National Project Coordinator (NPC) has been recruited by ILO to coordinate with the three TVET stakeholders in Baghdad & Kurdistan .MOLSA provided the project with a fully furnished office within MOLSA compound.

Details on the procurement procedures utilized and variances in standard procedures.

- All procurement activities were implemented according to UNESCO's and UN HABITAT standard rules and procedures of international competitive bidding.
- All procurement undertaken by both agencies within the project is guided by the provisions of their respective financial Rules and Regulations.

Details on the monitoring system(s) that are being used and lessons learned in the project.

- The Program Management Unit (PMU), led by UNESCO, is tracking the project progress.
- Regular, daily and close monitoring is conducted by PMU through the focal points in each of the three stakeholders to ensure efficiency.
- A project progress and monitoring plan is prepared and updated on bi weekly basis and based on new available information to ensure that all activities are on track.
- A Steering Committee has been established by ILO, to plan project activities and monitor the project progress. The committee headed by the Deputy to the Minister/MOLSA with representatives from the key offices of MOLSA. It holds regular meetings inside and outside Iraq. The NPC is also monitoring the project activities inside Iraq and holding regular meetings with the three stakeholders of the TVET sector then reports to the project management on monthly basis.
- UN-HABITAT is in regular contact with the project focal point in the Foundation of Technical Education not only to follow-up on implementation of activities but also to seek synergies with other projects, particularly with those under the housing and land programme. The project monitoring plan is reviewed internally on a monthly basis during the Iraq programme coordination meetings.

No formal evaluation has been yet undertaken for the project. At the conclusion of the project, an external evaluation will be conducted.

III. Results

Objective 1: Output 1.1:

A TVET Policy Framework document prepared

UNESCO:

- A new Governance Model and an Action Plan for the TVET sector in Iraq was developed through a series of workshops throughout 2009.
- Twenty Iraqi experts from MOE, FTE and MOLSA as well as other participants from each of the ministries were trained on developing and designing the Model.
- The Governance Model was developed to guide a holistic approach to the development of TVET sector with policy direction being provided primarily by the employer community.
- A mandate and organizational structure for the Governance Model was developed together with a draft law to empower implementation.
- The model was presented to the Cabinet on January 18th 2010 for discussion and support.

The following recommendations were made by the Iraqi Cabinet:

1. To increase financial and technical support for the TVET sector due to its increasing importance, since TVET sector deals with various levels of the labour force and contributes to reduce unemployment.
2. Postpone establishment of the National Body for TVET sector recommended by the Governance Model and to take the following steps instead:
 - The General Secretariat of the Cabinet is to establish a Permanent Higher Committee headed by the Deputy Head of the Panel of Advisors and with membership of the president of FTE, DG of Vocational Education Department, DG Labour and Vocational Training Department in MOLSA, heads of Business and Industry Unions in Iraq to adopt policies and coordinate among the three ministries and regulate relationships with the sectors of trade and industry.
 - The committee can consult experts and advisors from within the three ministries or outside and can form sub-committees and working groups as required.
 - To develop the Directorate of Vocational Education in MOE into a Foundation for Vocational Education with administrative and financial privileges to match the importance of its role as supervisor of all Vocational Schools throughout Iraq.

ILO: A Study tour to Iran was organized to expose a team from the three stakeholders (FTE/MOE & MOLSA) to the Iranian TVET system. A group of experts from the three stakeholders prepared the first draft of the national skills report (fact finding report) which will be the base for developing the TVET policy. A TVET policy outline is under preparation by the team.

Objective 1: Output 1.2:

Organizational Reform Plans developed, and adopted for individual TVET schools, institutes, colleges and training centres to facilitate the implementation of the changes in the TVET system.

ILO: After a training workshop, for twenty managers on the new trends and techniques of managing vocational training centers, a team of VTC managers was created to work on restructuring the VTC programme and structure. The team worked with the support of the project consultant and prepared the key dimensions of the restructuring process. A workshop will be held in March 2010 to identify the priorities for restructuring.

Objective 1: Output 1.3:

A TVET Program Review and Renewal Plan developed.

UNESCO: A Framework for Review and Renewal and a Manual for Policies and Procedures were developed for the TVET System in Iraq.

Workshops were conducted for 18 participants from FTE and MOE/Vocational Education department to assist senior staff in developing mechanisms and techniques for designing a Program Review and Renewal Framework, Policies and Procedures across the system.

ILO: A new vocational training programme for unemployed youth was introduced with a period of six months instead of the two month programme currently provided by MOLSA vocational training centers.

Objective 2: Output 2.1:

A short-cycle modular training “skills for work” programme implemented.

ILO: A manual on curricula design (Competency Based Training) was prepared by the CTA of the project. 33 training regulation booklets were prepared by 66 curricula designers trained by ILO for occupations selected in coordination with the Iraqi employers.

Objective 2: Output 2.2:

Entrepreneurial Skills Integrated and delivered in the TVET stakeholders programmes.

ILO: A workshop to review the impact of the KAB (Know About Business) Programme was held in Amman. Stakeholders highly appreciate the positive impact of the KAB on the students/trainees attitude toward the self employment.

Eight workshops organized inside Iraq for 123 new KAB trainers from the three stakeholders and Kurdistan. 105 TVET institutions started the KAB training in 2009 (74 vocational education schools, 16 technical colleges/ institutes and 15 vocational training centers).

Objective 2: Output 2.3:

Three Contract Training Centres (CTCs) established as pilot business units within the FTE in order to capture industries' needs.

UNESCO: Three pilot Business Units (CTCs) were established and are running in the three Technical Colleges in Baghdad, Basra and Mosul as an outcome of the activity implemented by UNESCO with the cooperation of the Canadian International Development Agency in which the Iraqi's were trained on:

- Concept of Contract Training Centers was introduced to FTE
- Concept of the creation of an entrepreneurial, industry-focused culture within the colleges was promoted,
- Development and support of an enhanced relationship between the colleges, business and industry, and other TVET providers as partners in economic development was facilitated.

A Study Tour to Algonquin Technical College in Canada was included in the activity to provide an opportunity for 5 FTE officials, and deans of the Contract Training Centers, to see such centers in full operation.

As a follow up to this activity:

- The three Centers were officially opened.
Capacity-building was provided for staff;
- Training for unemployed and released ex-prisoners in fields such as welding, carpentry and maintenance of electrical appliances was provided
- CTC web site's launched, i.e.: www.wix.com/singery/basra-ctc

UNHABITAT: The following activities have been planned for the period until July 2010:

- 1- To ensure industry placement of graduates, by the coordination of delivery of training between the three ministries and industry.
- 2- To support the maintenance and asset management contracts with private enterprises established by trained workers or employing them. The preparation for the training on Asset Management targeting the staff of the Foundation of Technical Education and vocational schools trainers is underway. It will take place at the UN-HABITAT-supported Training and Knowledge Centre of the Ministry of Construction and Housing.
- 3- To facilitate recruitment of a least 350 trained workers in school rehabilitation work or other local construction contracts. This activity has not been carried out as training is yet to commence.

Objective 2: Output 2.4:

An Apprenticeship Vocational System for three (3) selected disciplines at three (3) pilot schools introduced to demonstrate best practice.

UNESCO: Through a series of workshops conducted by UNESCO and Consultants in the field of Vocational Education the following steps were taken to design and implement an Apprenticeship Programme in Iraq:

- 1- The concept of Apprenticeship Vocational System was introduced to MOE Vocational Education Department
- 2- An Apprenticeship programme for Iraq was designed by representatives of Vocational Education Department and Production Sectors
- 3- Three Apprentice Trades were selected one targeting females (carpentry, printing and textile) for which occupational analysis and standards were set. Final approval from MOE was obtained.
4. Curricula and training and skill tests material were developed for the selected trades.
5. An apprenticeship contract, a wage setting criteria, progress records and logbooks were designed. MOE endorsed all material.
6. School principals, teachers and employers were trained on the joint management of apprenticeship programs.
7. An Apprenticeship Guide was Designed for MOE in starting a successful apprenticeship program within the Iraqi context
8. Textbooks and workbooks for level one in all three selected disciplines were written by Iraqi experts, assisted by the lead expert and approved by UNESCO. Books will be printed by MOE.
9. The above will be put into practice in the academic year 2010/2011 when the programme will be implemented in the three schools.

Objective 2: Output 2.5

Quality and relevance of vocational and technical programmes upgraded in pilot MOE schools, FTE/ MOHESR colleges and MoLSA centres.

UNESCO:

This output was tackled through the cooperation of UNESCO and:

1. European Training Foundation (ETF) which assisted in providing training on the concept of Quality Assurance for the three TVET providers in March 2009.
2. The British Council's RAWABIT Programme, which assisted in providing capacity building for 230 staff of the FTE in the following areas; building cooperation links between the center of Leadership and Excellence in UK and FTE Educational and management structure, Widening Participation and Community Cohesion, Leadership Development, Strategic Planning, Leading Change, Quality and Quality Assurance and Performance Management, Competency-based Student Assessment, Principals' Qualifying Programme and National Standards for Leadership in Colleges. These programmes took place in February, November and December 2009.

UN-HABITAT:

1. 60 trainers from different colleges and institutes of the Foundation of Technical Education (FTE) benefited from the national training courses, which were conducted on new building technologies in the Training and Knowledge Centre of the Ministry of Construction and Housing in Baghdad in first and second quarter of 2009.
2. A media campaign started after the successful completion of the 20 minute documentary film on the importance of training unemployed youth on construction trades. The film was broadcasted in a

number of Iraqi TV stations, and UN-HABITAT and FTE are negotiating with a number of International and Iraqi TV stations to broadcast the film.

The campaign also included the design and printing of 5 Posters (10,000 copies), which was also 100% completed. However, due to the coming election campaign, it was decided to start distributing these posters until after the election in March 2010.

Objective 3:

TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.

UNESCO: The following equipment has been delivered to MOE Vocational Schools and is being used for providing training on modern technology: Mechanics, Sewing, Ceramics, and Electronics workshops. UNESCO is currently clarifying with MOE to have the final distribution list.

The following equipment has been delivered and is being used by the following FTE institutes for providing training on modern technology:

Biological Equipment - Technical College in Musayeb

Dental Equipment –Health Technical College in Baghdad

Power & Electrical Equipment - Electrical and Electronic Technical College in Baghdad

Communications & Electronics – Technical College Najaf

CNC & Mechatronics - Technical Colleges and Institutes in Baghdad, Karbala, Kirkuk

Surveying-Civil Engineering and 4 Mechanics Labs will be delivered to Dor, Nasrya, Amara, Diwanya.

The following equipment has been purchased for MOLSA for providing training on modern technology:

Carpentry and Car Electrics workshops have been delivered to Abul Khaseeb Vocational Center

Car Mechanics and Welding, workshops have been technically and financially evaluated and contracts will be signed.

UN-HABITAT: Survey equipment was delivered to 9 technical institutes, while the delivery of the laboratory quality control equipment for 10 technical institutes will take place in the first quarter of 2010. Two purchase orders for procurement and delivery of laboratory equipment have been issued.

Key outputs achieved in the reporting period including # and nature of the activities (inputs), % of completion and beneficiaries.

In line with objective 1, a Governance Model was developed throughout a three phase training programme to guide a holistic approach to the development of TVET sector with policy direction being provided primarily by the employer community. A mandate and organizational structure for the Governance Model have been developed together with a draft law that would empower implementation. 95% of this objective has been achieved This has been further presented to the Cabinet for discussion and support. Furthermore, a National Skills Development Report was prepared to identify the strengths, weaknesses, threats and opportunities for the TVET sector in Iraq. This report will be the base for the development of national TVET policy in Iraq.

In line with objective 2 and pertinent to output **2.1 & 2.2** listed above, fifty three curricula developers were trained by the projects and they completed the training regulations booklets for thirty three occupations which will be the qualification frame work for the curricula packages to be prepared for the identified occupations. The most thirty three occupations needed in the Iraq labour market have been identified in coordination with the employers and trade union. Fifteen out of the thirty occupations are

very new to the vocational training centres some are related to tourism industry, occupations needed in the local labour market of the governorates and more women friendly occupations.

The project trained in 2008 (43) Iraqi trainers on ILO KAB manual (Know About Business) from three ministries (MOLSA, MOE and MOHE) who adapted the KAB manual to the Iraqi culture and integrated the manual in the existing syllabus of the education schools to raise the youth awareness toward the self employment. The KAB manual has been also translated to Kurdish. Three KAB units have been created; one in each of the three ministries (MOLSA, MOE & MOHE). Twenty two TVET institution started the KAB training in 2008/2009 schools year Based on the positive impact of the KAB programme new 105 started the KAB training in 2009.

Output 2.3 after conducting a three phase training programme that included a visit to Algonquin College in Canada in partnership with the Canadian International Development Association, three pilot Business Units (CTCs) were established and are running in the three Technical Colleges in Baghdad, Basra and Mosul as outcome of an activity implemented by UNESCO. This objective has been 100% implemented.

In Output 2.4 Through a series of five workshops conducted by UNESCO and Consultants in the field of Vocational Education in which seventy five participants from Vocational Department in MOE were involved, Apprenticeship Vocational System for 3 selected disciplines at 3 pilot schools was introduced in order to demonstrate best practice-based approaches. All relevant materials, text books and workbooks were developed one targeting females. 90% of this objective has been implemented.

Output 2.5: Quality Assurance was tackled in a variety of approaches. 230 FTE staff members attended 4 workshops organized in cooperation with RAWABIT in the field of building cooperation links between the center of Leadership and Excellence in UK and FTE Educational and management structure. In addition, 60 trainers from different colleges and institutes FTE benefited from national training courses on new building technologies in the Training and Knowledge Centre of the Ministry of Construction and Housing in Baghdad in first and second quarter of 2009. Finally, 20 participants from MOE, FTE, and MOLSA received training in Quality Assurance from the European Training Foundation. The implementation rate for this output is 95%.

Objective 3 TVET equipment and ICT infrastructure have been improved through procurement of workshop equipment as mentioned above. 90% of this objective has been implemented.

Delays in programme implementation, the nature of the constraints, actions taken to mitigate future delays and lessons learned in the process.

The main delay in implementation took place at the beginning of the project due to security situation and weakness of communication between the implementing partners and the stakeholders. This was overcome after establishing strong relationships with focal points and reaching an understanding on mechanisms of implementation and expectations of each party.

During 2009, the project made considerable progress due to improvement in communications.

Key partnerships and collaborations, and explain how such relationships impact on the achievement of results.

The project is coordinating with three ministries (MOLSA, MOE & MOHE/FTE) in addition to the sector partners. Through many activities inside and outside Iraq the coordination among these ministries has considerably strengthened the three TVET stakeholders working together in developing new TVET Governance Model, the Apprenticeship Programme and the Contract Training Centers. The involvement of the employers and workers will ensure the linkage between the TVET sector and the labour market.

An agreement was made with the Canadian International Development Agency (CIDA) to have a Canadian consultant supported by "World University Service of Canada" (WUSC) to train Iraqi officials from FTE on the development of Contract Training Centers.

The European Training Foundation (ETF) assisted in providing training on the concept of Quality Assurance for the three TVET providers.

RAWABIT, assisted in providing capacity building for 230 staff of the FTE

Other highlights and cross-cutting issues pertinent to the results being reported on.

Security:

Because of security situation inside Iraq, most of management and training activities are implemented outside of the country. In order to minimize the risk and maximize the effectiveness, capacity building activities and coordination meetings were done out of the country with agreement with MoE/FTE and MoLSA.

Gender:

Mainstreaming is among other elements addressed under the TVET project through the adaptation of a strategy to increase women participation in vocational training by introducing new occupations in the VTC which are more relevant to women as the existing occupations are mostly male oriented. For example, this was taken into consideration when textiles was chosen as one of the three disciplines for Apprenticeship Programme to target females. In purchasing equipment, this issue was also given consideration. The active participation of women in capacity building is stressed in all training activities.

Human Rights:

The project addresses the fundamental human right of access to education. The project supports quality and equal education for all to avoid discrimination based on race, religion, origin, or geographical areas.

Employment:

The main objective of this project is to enhance the capacities and skills of TVET students in order to equip them with quality education which enables them have marketable and applicable skills. Technical and vocational education as preparation for an occupational field provides the foundation for productive and satisfying career. The project will contribute to alleviate poverty by helping youth enter the labour market with skills. The project will have an impact on enhancing the long term potentials and options for students to select their career path in a way that matches their own capacities.

Environment:

The project does not have a direct link with the environment. Nevertheless, environmental concerns were discussed with FTE/MOHESR/MOLSA and MOE with regards to workshops that might produce some materials that need special attention. Recycling of remaining material was also discussed in order to achieve best use of product with minimum harm to environment.

IV. Future Work Plan

- **Summary of projected activities and expenditures for the following reporting period (1 January-31 December 2010), using the lessons learned during the previous reporting period.**

UNESCO has implemented nearly all planned activities and is planning for:

- A wrap up meeting during May 2010 for lessons learnt and for a discussion on the needs to engage in further projects to maintain sustainability of what has been achieved.

- Final evaluation of the Programme.

UN-HABITAT will: a) continue working on the media through broadcasting the 20 minutes documentary film on the importance of training of unemployed youth on construction trades and disseminate and post the 10,000 posters in a number of governorates encouraging young unemployed youth to enroll in the free training courses on construction trades. b) Enter into an Agreement of Cooperation with Higher Technological Institute (HTI) in Cairo-Egypt and start the training of 75 FTE master trainers. Negotiation has started with on TVET best teacher practices and methodologies and technologies c) Complete the five training modules by HTI and start the national training of trainers/teachers working in a number of technical and vocational institutes inside Iraq d) The quality control laboratory equipments for 10 technical institutes will be delivered and will be used for teaching students on quality control materials used of construction of civil works.

Major adjustments in strategies, targets or key outcomes and outputs planned.

Output 3.1: Activity 2: according to an agreement with FTE to utilize the fund that was allocated for FTE to purchase 360 PCs for 36 technical institutes, for activities of capacity building within FTE Deans and staff members. Accordingly additional capacity building activities were implemented.

V. Abbreviations and Acronyms

- MOE: Ministry of Education.
- MOEHSR: Ministry of Higher Education and Scientific Research
- FTE: Foundation of Technical Education
- MOLSA: Ministry of Labour and Social Affairs
- TVET: Technical and Vocational Education and Training.
- EFA: Education for All.
- ETF: European Training Foundation
- MDGs: Millennium Development Goals.
- ILO: International Labour Organization
- NDS: National Development Strategy.
- NCE: National Committee for Employment.
- CIDA: Canadian International Development Agency