



## B1-33

### ANNUAL PROGRAMME<sup>1</sup> NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2009

**Submitted by:**

**Name:** Ms. Nathalie Fiona Hamoudi  
**Title:** Education Specialist  
**Organization:** UNICEF (Lead Agency)  
**Contact Information:** nhamoudi@unicef.org

**Country and Thematic Area<sup>2</sup>**

**Old Cluster:** Cluster B – Education and Culture  
**New Sector:** Education Sector Outcome Team

**Programme No:** B1-33

**MDTF Office Atlas No:**

ATLAS Project Number: 66866

ATLAS Award Number: 54866

**Programme Title:**

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, UNIFEM, WHO and the 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, IIEP

**Programme Budget (from the Fund):**

UNDG: US\$ 12,461,061  
 UNICEF: US\$ 4,981,991  
 UN-HABITAT: US\$ 3,860,259  
 UNESCO: US\$ 1,712,905  
 WHO: US\$ 810,183  
 UNIFEM (+HRO): US\$ 1,095,723

Etc.

<sup>1</sup> The term “programme” is used for programmes, joint programmes and projects.

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

***Programme Duration (in months):***

Start date<sup>3</sup>: 15 October 2008

End date: 15 October 2010

Budget Revisions/Extensions: N/A

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

## **I. Purpose**

- Provide the main outputs and outcomes/objectives of the programme.

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 environments for 25 primary and intermediate schools replacing old mud school building 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
- 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;
  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;
- Explain how the Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund.

### **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. Resources**

### *Financial Resources:*

- Provide information on other funding resources available to the project, if applicable.

N/A

- Provide details on any budget revisions approved by the appropriate decision-making body, if applicable.

N/A

- Provide information on good practices and constraints in the mechanics of the financial process, times to get transfers, identification of potential bottlenecks, need for better coordination, etc.

N/A

### *Human Resources:*

- National Staff: Provide details on the number and type (operation/programme).

### **Operation:**

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

### **Programme:**

- UNICEF: 0
  - UN-HABITAT: 3 staff and 6 field engineers
  - UNESCO: 1 project assistant , 1 national consultant
  - WHO: 1 project assistant
  - UNIFEM: 2
  - HRO: 0
- International Staff: Provide details on the number and type (operation/programme)
    - **Operation:**
      - UNICEF: 0
      - UN-HABITAT: 1
      - UNESCO: 0
      - WHO: 0
      - UNIFEM: 0
      - HRO: 0
    - **Programme:**
      - UNICEF: 2
      - UN-HABITAT: 1
      - UNESCO: 1 Project Manger, 1 consultant for Education Management Information System (EMIS)
      - WHO: 0
      - UNIFEM: 1
      - HRO: 0

### **III. Implementation and Monitoring Arrangements**

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

The project will be 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 will be 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 Thiqar) 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.

- Provide details on the procurement procedures utilized and explain variances in standard procedures.

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

- Provide details on the monitoring system(s) that are being used and how you identify and incorporate lessons learned into the ongoing project.

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.

- Report on any assessments, evaluations or studies undertaken.

None were undertaken during the reporting period. However, the baseline shows that the number of beneficiaries (direct and indirect) that this project will benefit was underestimated when the project was finalized. The table below summarizes the beneficiaries at midterm and at the end of the project.

	Category	Agency	Intermediate (1 year)			Final (2 years)		
			No. of Beneficiaries			No. of Beneficiaries		
			M	F	T	M	F	T
Direct Beneficiaries	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200
	Illiterates	UNESCO				300	700	1000
	Primary and intermediate student	UNICEF & UN-HABITAT	4060	3072	7132	8300	7500	15800
	Students	WHO	700	300	1000	2000	2000	4000
	Teachers	UNICEF & UN-HABITAT	254	202	456	310	270	580
	Teachers	WHO	80	70	150	200	100	300
	100 officials DoEs, MoE, DoHs, SMOWA, the directorate of human rights in addition to women activists and community leaders	UNIFEM	32	33	65	50	50	100
	10 local NGO initiatives	UNIFEM			10			10
	Teachers ,students and parents in the selected schools in the three governorates will be direct beneficiaries of the campaign implemented by UNIFEM	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD
Health professionals	WHO	60	40	100	110	90	200	
Sub-total (Direct)			5280	3737	9027	11420	10760	22190
Indirect Beneficiaries	Communities for the literacy campaign - Households in Thiqr, Sulaymaniya and Salahaddin	UNESCO	3000	6000	9000	5000	20000	25000

Employment opportunities (person/day)	UNICEF & UN-HABITAT	70000	TBD	70000	110000	TBD	110000
Hired contractor for transportation	WHO	10	-	10	20	-	20
The community around the schools will be targeted during the media campaigns	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD
The beneficiaries which will be targeted by the local NGOs	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD
Sub-total (Indirect)		73010	6000	79010	115020	20000	135020
Total Beneficiaries		78290	9737	88037	126440	30760	157210

#### IV. Results

- Provide a summary of Programme progress in relation to planned outcomes and outputs; explain any variance in achieved versus planned outputs during the reporting period.

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

The capacity building component of the project on strategic planning, policy formulation and management of the education sector has been designed to complement and foster current endeavours towards the development of the National Education Strategy for Iraq. A comprehensive capacity building training programme has been developed by UNESCO, UNICEF and World Bank in partnership with IIEP targeting both technical staff and senior staff at MoE and DoEs.

To achieve the completion of the national education strategy in Iraq the capacity building training component in education planning, policy formulation, data collection and analysis activities under output 1.1 have been unified in one comprehensive training program which includes 7 technical training workshops and on the job training on sector diagnosis, education policy strategic framework, programming, target setting, management and implementation as well as Monitoring and Evaluation over a period of one year targeting senior and technical staff at MoE.

In this regard, UNESCO, UNICEF and World Bank hold several meetings and a follow-up workshop in February 2009 to further assess the training needs of the concerned Ministries of Education. UNESCO and UNICEF are jointly implementing the designed training activities. Training Material has been developed and adapted to the training program. Three training workshop took place in 2009 including training workshop in sector diagnosis facilitated by two consultants from IIEP benefiting 26 MoE/MoHE and DOE staff, training workshop in on strategic framework for education policy planning and training workshop on simulation models in education. All training workshops were followed by in job training and follow-up activities inside Iraq in cooperation with IIEP.

**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;

6 school design modules were prepared by UN-HABITAT for construction of 4 classrooms and 6 classrooms schools in the three selected, detailed drawings and bills of quantities were also completed and endorsed by MoE.

Bidding process for construction of one school in Suleimaniyah completed and construction is in progress by UNICEF, while, by UN-HABITAT, a contract was awarded to one school in Suleimaniyah, while two schools (1 in Salaheldin and 1 in Suleimaniyah) are under bidding and Invitation for Bid (ITB) has been distributed for one school in Thiqr.

Baseline information on the number of students and teachers (desegregated by gender) for 25 schools (13 schools by UNICEF and 12 schools by UN-HABITAT) were collected and incorporated in the project database. This information will assist the project team to evaluate the impact of the project after its implementation.

The school child friendly desk (separate chair and desk) has been approved by the MoEs of Baghdad and KR.

**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

The implementation of the health promoting schools approach in Iraq have assisted MoH and MoE in developing new polices and guidelines, and provided teachers with the necessary support to enable them to promote health.

Improvement in the standard of the health services provided to students leading to improvement of student's performance. This was achieved through screening of children for visual, hearing difficulties and detection and management of Musculo skeletal abnormalities. Also it will lead to increased self –esteem of children and decrease of risk taking behaviour in later life.

It also focused on building the capacity of human resources (health professionals and teachers) through upgrading their skills and knowledge on health and psychosocial support.

The project provided equipment and supplies to the schools which in turn lead to the provision of quality school health services.

**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

Coordination mechanisms between different stakeholders working on this project were established by:

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- Assigning Gender focal points in Thiqr and Suleimaniyah, as well as a focal point in the State Ministry of Women Affairs (SMoWA) to follow up on the implementation of the project.
- Conducting a high level coordination policy meeting with SMoWA and UNIFEM focal point in the Ministry to present an overview of the project in which roles and responsibilities of each stakeholder were discussed and a workplan drafted. UNIFEM will continue close coordination with the Ministry and other UN and Iraqi partners to ensure effective implementation of the project.

Mechanism of work within the project has been discussed, and it has been agreed to deal directly with the ministry and not with the departments that follows the ministry in the governorate, in any activity, whether on the nomination to attend a workshop or on any other activity. The representative of MoH briefed the participants about the developed work plan of the project, it was agreed to conduct 12 workshops, three of them will be dedicated to gender mainstreaming .UNIFEM gender focal point has coordinated with the concerned authorities in MoH to develop training materials and provide trainers to train teachers and employees in health centers in Thiqr in the areas where mud schools were selected. Those results were achieved through a meeting conducted by the section of health care in Nasiriyah district in Thiqr in November 2009, attended by MoH and MoE.

UNIFEM gender focal point in Thiqr has coordinated and followed up effectively on the progress of the mud schools project with various representatives in DoE including Department of School Buildings, health centers and the Planning Division in Thiqr governorate.

Capacities of 35 representatives of the DoEs, MoE, DoHs, SMoWA, the directorate of human rights in addition to women activists and community leaders from three governorates (Thiqr, Salaheldin and Suleimaniyah) were built through a training workshop on gender equality in education. This training was conducted in Amman during the period from 13-17 October 2009. The main objectives achieved during this training were:

- Capacities on gender and women's human rights concepts and perspectives were strengthened by providing the participants with adequate knowledge and information on :
  - What is gender?
  - What is the difference between sex and gender?
  - What is discrimination against women?
  - What is equality?
  - What is Mainstreaming gender?
  - What is Gender analysis?
- Capacities on Women's human rights in the main international treaties (Universal declaration of Human Rights, Beijing Platform of Action, CEDAW , security resolution 1325 and security resolution 1882 and Millennium development Goals were enhanced .
- The situation of girls and boys in education system was discussed thoroughly. A critical assessment to the education system was conducted and the difficult social, economical and security situations affected the education system were assessed too.
- The ability of the participants to criticize the education system from a gender perspective were improved and their ability to realize gender gaps were enhanced .participants during working

groups identified some observations on the following key topics that hindered girls and boys from receiving appropriate education

- Infrastructure including buildings, health and transportation services and classrooms.
  - There are no sport rooms in the schools.
  - The Lack of transportation facilities for students especially for those who attend schools in the late shift.
  - The unavailability of clean sanitation facilities and specially girls bathrooms are not clean and in need for maintenance.
- The environment and the situation in general in schools.
  - Separation of male and female teachers.
  - Female students can't participate in sports and school trips.
  - Supervisors lack of interest in maintaining school buildings.
  - Teachers are not gender sensitive and have no clue about gender.
  - Separation of male and female students in schools.
  - There are no female teachers on some villages and that prevented some families from sending their daughters to school.
- Parents and students role.
  - Male student's violence towards girl's students.
  - Parents rely on males to protect girls and that hinder girls from any progress even their right to receive appropriate education.
  - Mother participation in following up on her children education is limited and it happens only during primary school.
  - The following up mechanisms by teachers and management on student's situation is limited.
- Curricula
  - Neglecting some major topics because of shyness and fear of the teachers to introduce them to students especially biology subject.
  - Teaching texts devotes stereotypes in school curriculum.
  - The curriculum doest prepare the students for the practical life and especially girl's students.
  - Vocational trainings are stereotyped .for example, blacksmith and carpentry for boys and housekeeping and sewing for girls.
  - The curricula and teaching methods do not care about empowering girls.
- Participants were equipped with introductory knowledge and tools to be able to effectively mainstream gender and human rights issues within their work and it was agreed that all of the participants will work closely on the following topics and keep our gender focal points updated in case they need any technical support.
  - Convincing the school management on the importance of gender and the importance of raising awareness on gender issues.
  - The need to change the educational curriculum and the need to integrate human rights aspects in the curriculum.
  - Design educational programs to integrate gender.
  - Involve girls in sport activities and school trips.
  - Building multi-purpose halls in schools.
  - Conduct a research to study the relationship between the school and parents.

- Encourage the entry of young girls into mixed schools through media awareness campaigns.
- Cooperation with the Ministry of Education in Kurdistan to develop new policies that suit the needs of women and girls in the education sector.
- Make adjustments and improvements to infrastructure, especially sanitation.
- Development of literacy programs for girls and boys who dropout from schools.
- Activate and apply the law of compulsory education.
- Conduct training courses for managers and teaching staff on gender.
- Change in the school buildings to make them more responsive to students needs.
- Convince the ministry on the importance of contracting female teachers and apply more flexible policy in appointments or acceptance of female teachers especially in villages.

UNIFEM gender focal point in Thi-Qar assessed the success of the workshop organized by UNIFEM in the DoE and the following results were achieved:

- The Deputy Director of the Education directorate in Thi-Qar met with the staff and stressed out the importance of increasing the participation of women in leadership and decision making positions.
- The representative of the school buildings division made a presentation during the teachers – parents meeting which was conducted in Thi-Qar governorate on what has been examined and discussed during the gender mainstreaming workshop conducted in Amman.
- Ms. Musawi, member of the provincial council and of one the participant’s who attended the gender mainstreaming workshop used the skills and knowledge gained in the workshop to encourage the participation of girls in school trips because they were only limited to boys and she had put lot of efforts to convince some parents to allow their girls to participate.

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

In order to achieve Outcome 5 the implementation strategy has been adjusted to assist MoE in Baghdad and KRG in the field of policy planning, development of literacy textbooks and delivery of NFE and literacy programs. Several steps were undertaken for the development of a national NFE and literacy action plan including consultation meetings with national stakeholders and the drafting of a national literacy action plan in coordination with MoE in Bagdad and KRG. A Technical Meeting on the development of Literacy Action Plan and NFE strategy was conducted in Damascus November, 15-18, 2009 to review the first draft. The development of new literacy textbooks started with the completion of a critical review and assessment of the literacy/NFE material currently in use in Iraq done by UNESCO. Building on the outcomes of the review technical assistance is provided to curricula developers at MoE for the development of new textbooks for Arab Language, Mathematics and General Culture. A coordination meeting was held in June with the Director of National Literacy Resource Centre, MoE Baghdad and Director of NFE Directorate, MoE Erbil for the identification of the Community Learning Centers and nomination of responsible staff in the governorates of Salahaddin, Thi-Qar and Sulaymaniyah. A needs assessment and survey was completed to assess literacy opportunities in the 3 governorates towards the establishment of the centres. In addition to this, UNESCO launched a literacy campaign in the occasion of the celebration of the International Literacy Day, September 8, 2009 in partnership with DOEs and Iraqi NGOs.

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

<p><b>Output 1.1</b> 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>	<p>Following the establishment of the partnership with IIEP and World Bank for development of the national education strategy, one follow-up event and three training workshops were successfully conducted in 2009. Detailed capacity development action was finalized for 2009-2010 training activities within the framework of the development of a National Education Strategy for Iraq;</p> <p>The first follow-up event was conducted in February 2009 for the identification and validation of the capacity building program and work plan for the completion of the strategy. The first 10 days technical training workshop in sector diagnosis was facilitated by two consultants from IIEP benefiting 26 MoE/MoHE and DOE staff (3 females) including two advisors from the Prime Minister's Office during 13-23 June. The second and third IIEP training workshops on strategic framework for education policy planning and simulation models in education were organized from 10-22 October 2009 in Amman targeting 38 senior staff at MOE/MoHE and 3 representatives from DoEs in cooperation with World Bank.</p>	<p>20%</p>
<p><b>Output 1.2</b> EMIS further enhanced to address the needs in data collection, processing and analysis at all levels</p>	<p>EMIS Data set for 2008-2009 school year completed. 2008/2009 EMIS statistical yearbook and analytical report drafted in November 2009.</p> <p>A training workshop on modified EMIS system and its development was conducted by UNESCO in 24-25 January 2009 for 8 technical staff from MoE in Baghdad and Kurdistan Region (KR). A second training session was conducted in July 9-12, 2009 with the participation of 5 technical staff from MoE in Baghdad and KR to ensure correction of new data and reports of the additional forms and updated software.</p> <p>EMIS Training on the coding system for the new 2009-2010 modules conducted by UNESCO appointed consultant in Erbil During 6-11 November targeting 6 technical staff at MoE/KRG and Bagdad.</p>	<p>80%</p>
<p><b>Output 2.1</b> 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child</p>	<p>For construction of 25 schools to replace mud schools, technical assessment of 40 mud schools in Suleimaniyah, Salaheldin and Thiqrar was completed, out of which 25 schools were selected and lands have</p>	<p>10%</p>

friendly schools	<p>been allocated for construction. Land ownership documents were finalized for all the 25 schools (13 schools by UNICEF and 12 by UN-HABITAT).</p> <p>6 school design modules were prepared by UN-HABITAT for construction of 4 classrooms and 6 classrooms schools in the three selected, detailed drawings and bills of quantities were also completed and endorsed by MoE.</p> <p>Bidding process for construction of one school in Suleimaniyah completed and construction is in progress by UNICEF, while, by UN-HABITAT, a contract was awarded to one school in Suleimaniyah, two schools (1 in Salaheldin and 1 in Suleimaniyah) are under bidding and Invitation for Bid (ITB) has been distributed for one school in Thiqr.</p> <p>Baseline information on the number of students and teachers (desegregated by gender) for 25 schools (13 schools by UNICEF and 12 schools by UN-HABITAT) were collected and incorporated in the project database. This information will assist the project team to evaluate the impact of the project after its implementation.</p> <p>The school child friendly desk (separate chair and desk) has been approved by the MoE/ Baghdad and KR.</p>	
<p><b>Output 2.2</b> Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives</p>	<p>Field engineers hired by UNICEF and UN-HABITAT held pre-implementation meetings with the DoEs of Thiqr, Salaheldin and Suleimaniyah and discussed the school selection criteria, project objectives, duration, and implementation modality.</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.</p>	2%
<p><b>Output 2.3</b> Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes</p>	<p>A four-day workshop was successfully conducted in March 2009, facilitated by UNICEF, UN-HABITAT, UNESCO, WHO, UNIFEM and HRO, with the participation of MoE, Ministry of Health, Ministry of Woman Affairs, Ministry of Human Rights (from Baghdad and KR) and their respective directorates from Suleimaniyah, Salaheldin and Thiqr. The workshop consisted of two parts: the first national steering committee meeting (Day 1) and the school</p>	10%

	<p>design workshop (Day 2-4);</p> <p>UNICEF and UN-HABITAT facilitated a workshop on school maintenance from 26 -28 October 2009 with a participation of 24 MoE/DoEs staff (5 female; 19 male). The School Maintenance Manual was finalized and to be printed once translated to Arabic and Kurdish.</p> <p>School building designs have been developed and agreed upon with the DoEs of Suleimaniyah, Thiqr and Salaheldin.</p>	
<p><b>Output 3.1</b> 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>Meetings were held for the members of the local committees at Thiqr and Suleimaniyah governorates from DoH and DoE focal points to discuss the objectives of the joint project and activities within outcome 3 on strengthening school health services and school health screening among students for visual, hearing difficulties and Musculoskeletal abnormalities, and a plan of action for implementation of activities for the coming 6 months have been developed.</p> <p>Two training courses on health promotion and hygiene were conducted in Thiqr and Suleimaniyah, where a total of 60 doctors and teachers (30 in each governorate) were trained.</p> <p>Also, two training course on psychosocial support was conducted in Thiqr and Suleimaniyah, where a total of 50 doctors (25 in each governorate) were trained.</p> <p>Two 4 days training courses on psychosocial support for 56 teachers in Thiqr governorate</p> <p>8 supervisoru visits to the three governorates by the team from MoH and MoE in coordination with members of the local committee to evaluate the school health environmental situation in the 25 selected schools.</p> <p>Procurement of 100 UNISCALE and 100 ROLIMETER (weight and height measurements for assessment of nutritional status of children.</p>	10%
<p><b>Output 4.1</b> Capacity of MoE/DoE and community stakeholders including woman leaders built on gender and human rights issues</p>	<p>Gender focal points in Thiqr and Suleimaniyah, as well as a focal point in the State Ministry of Women Affairs (SMoWA) were assigned to follow up on the implementation of the project.</p> <p>A high level coordination policy meeting with SMoWA and UNIFEM focal point in the Ministry</p>	15%

	<p>was organized by UNIFEM to present an overview of the project in which roles and responsibilities of each stakeholder were discussed and a workplan drafted. UNIFEM will continue close coordination with the Ministry and other UN and Iraqi partners to ensure effective implementation of the project.</p> <p>Capacities of various representatives of the DoEs, MoE, DoHs , SMOWA, the directorate of human rights in addition to women activists and community leaders from three governorates (Thiqar, Salaheldin and Suleimaniyah) were built through a training workshop on gender equality in education, a common understanding on gender and human rights concepts and perspectives in education was built, knowledge of the institutional production and reproduction of gender inequality in educational opportunities was increased, working approaches and entry points to promote gender equality and mainstreaming were defined and the participants were equipped with introductory knowledge and tools to be able to effectively mainstream gender and human rights issues within their work. Those results were achieved through a three days training in Amman.</p> <p>UNIFEM gender focal point in Thiqar assessed the success of the workshop organized by UNIFEM in the DoE and the following results were achieved :</p> <ul style="list-style-type: none"> <li>• The Deputy Director of the Education directorate in Thi-Qar met with the staff and stressed out the importance of increasing the participation of women in leadership and decision making positions.</li> <li>• The representative of the school buildings division made a presentation during the teachers –parents meeting which was conducted in Thiqar governorate on what has been examined and discussed during the gender mainstreaming workshop conducted in Amman.</li> <li>• A member of the provincial council and of one the participant’s who attended the gender mainstreaming workshop used the skills and</li> </ul>	
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	<p>knowledge gained in the workshop to encourage the participation of girls in school trips because they were only limited to boys and she had put lot of efforts to convince some parents to allow their girls to participate.</p> <p>The mechanism of work within the project has been discussed, and it has been agreed to deal directly with the ministry and not with the departments that follows the ministry in the governorate, in any activity, whether on the nomination to attend a workshop or on any other activity. The representative of the MoH briefed the participants about the developed work plan of the project, it was agreed to conduct 12 workshops, three of them will be dedicated to gender mainstreaming .UNIFEM gender focal point has coordinated with the concerned authorities in the MoH to develop training materials and provide trainers to train teachers and employees in health centres in Thiqr in the areas where mud schools were selected. Those results were achieved through a meeting conducted by the section of health care in Nasiriyah district in Thiqr in November 2009, attended by MoH and MoE.</p> <p>UNIFEM gender focal point in Thi-Qar has coordinated and followed up effectively on the progress of the mud schools project with various representatives in DoE including Department of School Buildings, health centres and the Planning Division in Thiqr governorate.</p>	
<p><b>Output 4.2</b> 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>UNIFEM started the preparation to launch an advocacy campaign on gender mainstreaming and human rights focusing on the importance of education especially for girls' &amp; women and empowerment of local communities in Suleimaniyah governorate. UNIFEM will work closely and conduct several meetings with their focal point in Suleimaniyah and also with the trained stakeholders on the gender training to come up with a plan to launch the campaign.</p>	<p>5%</p>
<p><b>Output 5.1</b> NFE policies formulated/adopted</p>	<p>First draft of National NFE and Literacy Action Plan developed by UNESCO's appointed consultant in NFE and Literacy in August 2009 in coordination with MoE technical staff.</p> <p>Technical Meeting on the development of Literacy Action Plan and NFE strategy conducted in</p>	<p>30%</p>

	Damascus from 15-18 November 2009. The meeting was attended by 8 senior MoE staff and representative of PM office.	
<b>Output 5.2</b> 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)	First draft of literacy textbooks including Arabic Language, Mathematics and General Culture completed based on the analytical review conducted by UNESCO in October 2009. 2 follow-up technical meetings conducted in November and December and attended by 6 MoE curricula developers.	50%
<b>Output 5.3</b> Three CLCs equipped and functional, including building the capacity of their staff	Literacy needs assessment completed by UNESCO for the establishment of 3 CLCs in September 2009. Coordination meeting conducted in June with the Director of National Literacy Resource Centre, MoE Baghdad and Director of NFE Directorate, MoE Erbil for the identification of the centers and nomination of responsible staff.	20%
<b>Output 5.4</b> National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE	Literacy Campaigns launched by UNESCO on the occasion of International Literacy Day, September 8, 2009 in 11 governorates including Thiqr, Salaheldin and Suleimaniyah focusing on women and youth. Local celebrations, organized in partnership with DoEs, and national NGOs (Iraqi Al-Amal Association and AMAR International Charitable Foundation) included roundtables on the theme “the power of literacy,” awarding of best literacy stories and distribution of UNESCO developed T-shirts and Posters to literacy centers, schools and learners (2400 T-shirts and 7000 posters.)	30%

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

There have been several elements affecting the timely implementation of the project:

- The coming elections and eventual change in the focal points might delay the final endorsement and validation of the NFE-Literacy strategy as well as the planned capacity building training activities.
- The delay in implementation was mainly due to the change of the national counterpart (Programme Manager at MOH.) and lack of coordination between MoH and MoE.
- Security concerns in the country continue to be a major limiting factor and are constraining the presence of international expertise inside the country.
- The steering committee of this project in Thiqr and Salaheldin governorates did not conduct any meetings during this reporting period and that caused a lack of communication between all concerned parties.
- The coordinator of this project in Thiqr and Salaheldin governorates was not selected and that slowed the implementation of UNIFEM activities.

- A delegation from the ministries asked the UN focal points to coordinate directly with the ministries rather than the directorate in each governorate and that caused a lot of confusion.
- UNIFEM gender focal point has approached the committee for women affairs to keep the former representative of the ministry in Suleimaniyah as a member in the Steering Committee but till now the gender focal point didn't get an answer.
- UNIFEM is facing several difficulties in assigning a gender focal point in Salaheldin governorate and UNIFEM now is working remotely till a focal point is assigned.
- UNIFEM faced difficulties in obtaining visa for the participants.

**Actions taken/ Lessons Learned:**

- UNIFEM gender focal points will continue to coordinate effectively with all partner stakeholders on this project to make sure that the above mentioned challenges are well addressed and to make sure that solutions are found.
- List the key partnerships and collaborations, and explain how such relationships impact on the achievement of results.
    - World Bank: Planning of the capacity building on education planning, policy formulation, data collection and analysis.
    - IIEP: Development of a comprehensive capacity building training programme.
    - National and International NGOs for the launch of literacy campaign including Iraqi Al-Amal Association and AMAR International Charitable Foundation.
  - Other highlights and cross-cutting issues pertinent to the results being reported on.

**Gender:**

The project is clearly targeting girls and women as the priority beneficiaries. UNIFEM is ensuring that girls and women's are participating effectively in all UNIFEM and other UN agencies activities. This is implemented through involvement and consultation with CSOs, NGOs and community leaders, as well as the involvement of girls and women at all stages of project implementation. UNIFEM also is addressing men and actively involving them in the planned activities when it is appropriate.

**Environment:**

The conducted training activities and advocacy meeting during the reporting period have taken into consideration the gender balance where possible. Out of a total of 100 health professionals, teachers and community leaders trained, 40 were female (40%), Cross cutting issues related to the project will be reflected from the regular school visits, the facilitators who will assess the relative levels of activities /involvement of the Parent Teacher Association (PTA) in each school, social mobilization and community participation. Assessment reports will be obtained by the facilitators which will provide WHO with valuable insight on the behaviours of the children at primary schools implementing the health promoting school Initiative and their families living in the area of project implementation. Moreover, the implementation of this project is focused to School children who are more vulnerable to the mental health effects of the ongoing conflict situation.

The project is expected to generate direct and indirect employment; already about 20 job opportunities inside Iraq were created through subcontracting private companies for transportation and provision of supplies needed for the project.

## **V. Future Work Plan (if applicable)**

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

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

UNESCO and UNICEF will continue implementation of the designed capacity building program targeting 30 technical staff at MoE/DoEs towards the development of a national education strategy. This will include completion of 4 training workshops and in-job training in partnership with IIEP. The final EMIS statistical reports for 2009 will be printed and distributed by March 2010.

***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***

School selection and baseline data collection will be completed by the end of June 2009.

UNICEF and UN-HABITAT will facilitate a joint workshop, led by MoE, on the selection of school design models, with the participation of engineers and architects from MoE (Baghdad and KR) and the three DoEs of Suleimaniyah, Salaheldin and Thiqr.

Complete the construction of 8 schools (4 in Suleimaniyah, 2 in Salahaddin and 2 in Thi-Qar) by UN-HABITAT and 13 schools (4 by Thiqr, 3 in Salaheldin and 6 in Suleimaniyah).

Complete the procurement process and deliver school furniture for 25 schools (12 by Un-HABITAT; 13 by UNICEF)

***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***

Training and School activities on (school Sanitation, hygiene, health promoting schools and school health screening)

- 6 training courses for 120 Teachers on Psychosocial support in Suleimaniyah, Salaheldin and Thiqr
- 8 Training courses for health professionals and teachers on health promotion and hygiene.
- 12 Advocacy meeting for community leaders on health promoting schools in coordination with Parent Teachers associations (PTAs)
- Procurement of supplies and equipments to the 25 schools(including weight and height tools, Visual and Hearing Aids
- Conduct the school health screening for 4500 students in 25 schools with environmental assessment of schools

Monitoring and Evaluation will be conducted.

***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*

UNIFEM started the process of funding the initiative of 10 local NGO's in Salahaddin, Thiqr and Suleimaniyah to implement different activities under UNIFEM's guidance and in close coordination with UNIFEM gender focal points in the three selected areas such as;

- Building the capacities of different stakeholders such as; MoE, MoH, DoE, Community leaders and local NGO's on how to integrate gender and human rights approaches in the education policies.
- Launching campaigns to advocate for girls education at the community level.

UNIFEM also started the preparation to launch an advocacy campaign on gender mainstreaming and human rights focusing on the importance of education especially for girls' & women and empowerment of local communities in Suleimaniyah governorate .UNIFEM will work closely and conduct several meetings with their focal point in Suleimaniyah and also with the trained stakeholders on the gender training to came up with a plan to launch the campaign.

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

Building on the developed draft strategy UNESCO and UNICEF will provide technical support for the finalisation of NFE-Literacy Strategy. UNESCO will organise a follow-up event in April with senior staff of MoE and PM Office to ensure the formulation of the Strategy. As a follow up to the critical review of literacy textbooks and following the technical meetings conducted in 2009, the revised literacy textbooks for Arabic Language, Mathematics and General Culture will be finalised by UNESCO in partnership with MoE in April 2010. Technical Capacity of identified directors and staff of the Community Learning Centres in Suleimaniyah, Thiqr and Salaheldin will be developed through trainings on management of literacy programs and community mobilisation. Based on identified learning needs and developed capacity equipment will be provided for literacy and life skills trainings in June 2010. UNESCO and UNICEF will also build momentum for the launch of a national campaign in September 2010 using developed awareness raising materials.

- Indicate any major adjustments in strategies, targets or key outcomes and outputs planned.

N/A

## VI. Performance Indicators (optional)<sup>4</sup>

- Fill the table in this section to report on the indicators set at the output level as per the approved results framework in the programme document.

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Means of Verification	Comments (if any)
<b>Outcome 1</b> Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened						
<b>Output 1.1</b> 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.	<b>Indicator 1.1.1</b> Number of coordination and follow up events conducted	0	2 Events	1 Event	Workshop reports	Given the current status in the development of the National Education Strategy the holding of one event has been anticipated
	<b>Indicator 1.1.2</b> 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	The development of the training package will be started once a proper gap analysis with identification of training needs of the MoE/DoEs has been done in cooperation with IIEP

<sup>4</sup> E.g. for the UNDG Iraq Trust Fund and the MDG-F.

	<b>Indicator 1.1.3</b> 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	76 MoE/DoE staff trained (10 female; 66 male)	Training reports	
	<b>Indicator 1.1.4</b> Number of MoE/DoE staff trained on planning and management	0	43 senior staff trained	30 senior staff trained	Training reports	
<b>Output 1.2</b> EMIS further enhanced to address the needs in data collection, processing and analysis at all levels	<b>Indicator 1.2.1</b> 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	
	<b>Indicator 1.2.2</b> 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	
	<b>Indicator 1.2.3</b> Number of annual statistical report generated through EMIS	2004/2005 annual report generated (1 report)	2008/2009 annual statistical report (1 report) through EMIS	2008/2009 annual statistical report drafted.	School survey reports	2008/2009 analytical report is expected to be finalized in February 2010. .
<b>Outcome 2</b> 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 Thiqrar created by building 25 new schools replacing very old mud schools;						

<b>Output 2.1</b> 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools	<b>Indicator 2.1.1</b> Number of schools constructed	0	25 schools constructed	0	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	Construction of one school started by UNICEF and one by UN-HABITAT.
	<b>Indicator 2.1.2</b> 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
	<b>Indicator 2.1.3</b> Number of schools that receive teaching aids and learning materials (by type)	0	25 schools	0	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	
<b>Output 2.2</b> Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives	<b>Indicator 2.2.1</b> Number of standard school designs developed	0	3 school designs	3 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.
	<b>Indicator 2.2.2</b> Number of engineers	0	36 DoE engineers	0	Progress reports from field offices,	

	(male/female) trained				engineers, MoE, DoEs and partners, project evaluation report	
	<b>Indicator 2.2.3</b> Number of community members trained and involved	0	Community members	0	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	
<b>Output 2.3</b> Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes.	<b>Indicator 2.3.1</b> Number of schools implementing maintenance strategy	0	50 schools	0	Progress reports from field offices, engineers, MoE, DoEs, schools and partners, project evaluation report	Activities will start in targeted schools once school maintenance strategy manual once finalized.
	<b>Indicator 2.3.2</b> Number of plans prepared and implemented on school maintenance	0	1	0	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 and is currently under review and editing
<b>Outcome 3</b> 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						

<b>Output 3.1</b> 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	<b>Indicator 3.1.1</b> Number of screened students	0	4500 students	0	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	The school health screening component will be conducted in March-April 2010
	<b>Indicator 3.1.2</b> % of screened students who receive eye glasses/hearing aids	0 %	6 %	0%	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
	<b>Indicator 3.1.3</b> Number of local advocacy and awareness campaigns on school health	0	1 local campaigns	0	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
	<b>Indicator 3.1.4</b> Number of schools/centres promoting health & hygiene messages	0	25 schools	6 (WHO)	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
	<b>Indicator 3.1.5</b> Number of schools offering psychosocial support	0	25 schools	2 (WHO)	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	

	<b>Indicator 3.1.6</b> 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	60 teachers & doctors (health promotion); 50 doctors (psychosocial support)	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
<b>Outcome 4</b> 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						
<b>Output 4.1</b> Capacity of MoE/DoE and community stakeholders including woman leaders built on gender and human rights issues	<b>Indicator 4.1.1</b> Number of ministry staff and community leaders (male/female) trained on gender and human rights issues	0	100 officials from MoE/DoE and community leaders	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	
	<b>Indicator 4.1.2</b> Number of civil society and community initiatives	0	10 initiatives	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	
<b>Output 4.2</b> Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education especially for girls' and	<b>Indicator 4.2.1</b> Number of advocacy and awareness campaigns on gender and human rights	0	1 integrated media campaign	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	

women, and empowerment of local communities with the involvement of the trained stakeholders under 4.1	<b>Indicator 4.2.2</b> Number of materials developed (by type)	0	3 sets of materials	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	
<b>Outcome 5</b> Technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (including ALP) provided;						
<b>Output 5.1</b> NFE policies formulated/adopted	<b>Indicator 5.1.1</b> Number of policies and strategies developed	0	1 (NFE Policy)	1 draft strategy developed.	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	NFE Policy under development
<b>Output 5.2</b> 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	<b>Indicator 5.2.1</b> Number of learning material sets developed (disaggregated by type)	0	6 sets	0	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	UNESCO Iraq Office is collecting all current literacy/NFE material in use in Iraq. Collected material will be assessed prior to the development of the new curricula.

and community levels	<b>Indicator 5.2.2</b> Number of ministry staff (male/female) trained on textbooks development methods	0	18 MoE/DoE staff	6 curricula developers trained on development of literacy textbooks	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	Delay in the completion of the training workshop will depend on the need to finalize the development of new literacy materials
<b>Output 5.3</b> Three CLCs renovated, furnished, equipped and functional.	<b>Indicator 5.3.1</b> Number of centres provided with furniture/equipment	0	3 CLCs	0	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	Needs assessment of 3 CLCs completed. The CLCs are expected to be integrated into the rehabilitated schools under Outcome 2
	<b>Indicator 5.3.2</b> Number of illiterate adults (male/female) served during first year	0	1000 illiterate adults (700 F, 300 M)	0	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	
<b>Output 5.4</b> National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE	<b>Indicator 5.4.1</b> National literacy campaign launched	No	One national literacy campaign launched	1 National Literacy Campaign launched	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	

## **VII. Abbreviations and Acronyms**

ALP	Accelerated Learning Programme
BOQ	Bill of Quantities
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CLCs	Community Learning Centres
CSO	Civil Society Organization
EMIS	Education Management Information System
DoEs	Directorates of Education
DoHs	Directorates of Health
HRO	Human Rights Office
ICI	International Compact for Iraq
ILCS	Iraq Living Conditions Survey
INGO	International Non-Governmental Organization
ITB	Invitation for Bid
KR	Kurdistan Region
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoH	Ministry of Health
MoHR	Ministry of Human Rights
MoLSA	Ministry of Labour and Social Affairs
NFE	Non-formal Education
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
SMoWA	State Ministry of Women's Affairs
SOT	Sector Outcome Team
UN	United Nations
UNAMI	United Nations Assistance Mission for Iraq
UNDG	United Nations Development Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO IIEP	International Institute for Educational Planning (UNESCO)
UNIFEM	United Nations Development Fund for Women
UNICEF	United Nations Children's Fund
WB	World Bank
WHO	World Health Organization