

**FINAL NARRATIVE REPORT
IRFFI/UNDG IRAQ TRUST FUND (UNDG ITF)**

Participating UN Organization(s)	Sector(s)/Area(s)/Theme(s)
UNICEF (lead agency) and UN-HABITAT	Education Sector Outcome Team (SOT)

Programme/Project Title	Programme/Project Number
School Rehabilitation and Capacity Development for Enhanced Access and Retention in Primary Education	B1-29 (a+b) ATLAS Project Number: 66863 ATLAS Award Number: 54863

Programme/Project Budget	Programme/Project Location
UNDG ITF: US\$ 11,325,596 UNICEF US\$ 7,312,914 UN-HABITAT US\$ 4,012,682 Govt. Contribution: Agency Core: TOTAL: USD 11,325,596	Governorate(s): Muthanna, Dohuk, Kirkuk, Missan and Najaf (Ministry of Education (MoE) letter 13146 dated 21/04/2008 requested to transfer 10 schools from Kirkuk's share to Anbar, as per attached list) District(s): Akrey, Dohuk centre, Kirkuk centre, Daqooq, Imam Qasim, Arafa, Bikler, Al Rumatha, Al Warka, Al Siwair, Al Samawa, Al Khidher, Najaf centre, Kufa, Omara, Rumadi, Al Najmi, Kumet, Al Mymona, Dubis, Shwan, and Al Manathera.

Final Programme/ Project Evaluation	
Evaluation Done	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Evaluation Report Attached	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Note: UN-HABITAT has contracted a third party evaluator to conduct the evaluation of its project outputs. The evaluation will start in March 2010.</i>	

Programme/Project Timeline/Duration	
Overall Duration	4 Jul 2007 – 30 Sep 2009 (27 months)
Original Duration	4 Jul 2007 – 4 Jul 2008 (12 months)
Programme/ Project Extensions	1 st Extension: 4/Jul/08 – 31/Dec/08 (18 months) 2 nd Extension: 31/Dec/08 – 31/Mar/09 (21 months) 3 rd Extension: 31/Mar/09 – 30/Jun/09 (24 months) 4 th Extension: 30/Jun/09 – 30/Sep/09 (27 months)

FINAL NARRATIVE REPORT

I. PURPOSE

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

The developmental goal of the project is to demonstrably improve access to and quality of primary education and intermediate levels of education, with particular focus on girls, girls' schools and mixed schools in 200 disadvantaged rural schools throughout Iraq.

- b. List programme/project outcomes and associated outputs as per the approved Project Document.

Immediate Objectives:

1. To upgrade 200 girls' schools and mixed schools to child-friendly status;
2. To create awareness among community and religious leaders on the importance of girls' education and gender issues;
3. To equip teachers with innovative teaching methods, and promote gender-sensitive attitudes;
4. To equip the principals and educational supervisors with supervisory and leadership skills;
5. To increase parent participation through strengthening of the Parent Teacher Associations (PTAs);
6. To include health and hygiene activities in the school curriculum.

Outputs:

- A total of 200 schools are physically rehabilitated in five governorates.
 - The 200 schools are equipped with appropriate furniture, learning materials, sanitary kits, playgrounds and safe water and sanitation facilities.
 - 25 educational staff are trained on multi-purpose schools.
 - Principals and educational supervisors of the 200 selected schools are trained on school and classroom-based management, and leadership skills and strategies.
 - Four meetings of each PTA are conducted at the 200 selected schools, e.g. addressing issues of safety and privacy of girls in schools and on their way to school.
 - Teachers and students are equipped with skills to take care of their personal health and hygiene and maintain a healthy school environment
- c. List the UN Assistance Strategy Outcomes, MDGs, Iraq National Development Strategy (NDS) Priorities, International Compact with Iraq (ICI) benchmarks relevant to the programme/project

- **UN Assistance Strategy for Iraq**

The project is part of the reconstruction and development programmes presented in the Joint UN-Iraq Assistance Strategy 2005-2007 and implemented by UN agencies through national partners and counterparts and via the Cluster approach.

- **MDGs**

Reference to the project main objective and immediate objectives (see above), the project plans to achieve Universal Primary Education indicated in goals 2 and 3 in the MDGs, which aim, by 2015, to have all children in primary schools, and provide girls with the same educational opportunities as boys.

- **NDS**

The 2005-2007 NDS emphasized on improving quality of life by developing required policies based on current and future needs. Achieving definite aims till 2015 requires hard efforts and developed policies in all aspects of life such as economic, social, environmental and educational. The project is in line with NDS Goal 2, Target 4 as illustrated hereunder:

- **Goal (2): Achieve primary education for all:** Everyone will have the opportunity for education and necessary skills to be able to enter world economy and have citizen rights and obligations. Educational levels are measured based on rates in the primary and postgraduate levels. According to living standards surveys, illiteracy is wide spread in Iraq; 39% in rural areas, 22% among adults who never joined school, and 9% in secondary schools; the highest educational level for them.
- **Target (4):** Dialogue continues with the Ministry of Education (MoE) regarding a rapid assessment of the impact of insecurity on school attendance, after UNICEF voiced its concern over the increasing number of children out of school. The education sub-cluster continues to make a significant contribution to the long term goal through programmes on physical rehabilitation of schools, and provision of essential education and recreation materials.

- **ICI**

The project relates to ICI Goal 4.4.1, which focuses on delivering basic services in order to achieve the Government's interim 2011 MDGs in an efficient and sustainable way. This will be achieved through improvement of adult literacy and school completion rates by 25%; achieving gender parity at all levels of education; and increasing the education budget from 3.5% to a minimum of 5% of GDP.

- d. List primary implementing partners and stakeholders including key beneficiaries.

This is a joint project between UNICEF and UN-HABITAT, and UNICEF is a lead agency of the project. All activities under this project have been implemented in close coordination with the MoE/Baghdad and Erbil, as well as the relevant Directorates of Education (DoEs) of Muthanna, Dohuk, Anbar, Kirkuk, Missan and Najaf.

The key beneficiaries are students and teachers in 200 target schools.

II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

- a. Report on the key outputs achieved and explain any variance in achieved versus planned results. Who have been the primary beneficiaries and how they were engaged in the programme/ project implementation?

Rehabilitation of 200 schools

School environments of 200 schools were improved through rehabilitation of water and sanitation (WatSan) facilities as planned (100 by UNHABITAT and 100 by UNICEF). The rehabilitation works have improved the school environment for 101,464 students (63% girls) and 6,313 teachers (74% female).

All 200 schools received adequate student desks/chairs to further enhance the improved learning environments.

Provision of Supplies

Recreational kits were distributed to the 200 target schools. The kit contains sport equipment and tools such as volleyballs, volleyball nets, footballs, basketballs and skipping ropes.

In order to enhance hygienic practices at schools, sanitation kits were distributed to the 200 schools. The kit contains garbage bins and cleaning tools.

Also, teaching / learning materials were distributed to the 200 schools, benefiting 101,464 students (63% girls) and 6,313 teachers (74% female) including those from the guest schools¹.

Community Mobilization for Girls' Education

24 staff representing MoE Baghdad and the Kurdistan Region (KR) visited Egypt and received the subject training.

Teacher Training

In addition to the original plan of training teachers on school health, hygiene and sanitation, the prevention of Avian Flu, HIV/AIDs and Cholera was added to the training component. 488 teachers were trained on these subjects.

Also, 540 teachers, 187 headmasters and 23 educational supervisors were trained on child-centred and active learning methods.

School-Based Management

187 headmasters and 23 supervisors were trained on school-based management.

PTA activities

PTA activities were implementing through UNICEF's implementing partner, the International Rescue Committee (IRC). PTAs were established and supported in 10 schools in Erbil. Technical support was provided to the MoE/KR for the development of PTA guidelines and training of 100 PTA members. Also, 500 parents contributed to school-based management activities, benefiting 10,000 students and 500 teachers in the 10 schools in Erbil.

Similar activities were implemented in Basra, using different funding sources through an INGO partner. PTAs were established and supported in 13 schools, while awareness and mobilization activities were conducted for 5,500 parents/community members.

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

Objective 1: To upgrade 200 girls' schools and mixed schools to child-friendly status;

Rehabilitation of WatSan facilities has been successful in achieving its objective. Construction of new water points and construction/rehabilitation of separate toilets for girls are expected to enhance enrolment and retention of children in school, particularly those of girls.

Objective 2: To create awareness among community and religious leaders on the importance of girls' education and gender issues;

Awareness was raised through the training conducted for the 24 representatives of MoE in Egypt.

¹ Guest schools are those which use the same buildings (in second and third shifts) as other schools, due to the dilapidation of facilities in their own schools, or insecurity in areas where these schools are located. According to the MoE, approximately 35% of primary schools in the KR are currently operated in two or more shifts.

Objective 3: To equip teachers with innovative teaching methods, and promote gender-sensitive attitudes;

Training of educational staff is another important component of Child-Friendly School. Training on child-centred methods contributed for achieving its objective.

Objective 4: To equip the principals and educational supervisors with supervisory and leadership skills;

School-based management for 187 headmasters and 23 supervisors improved their supervisory and leadership skills.

Objective 5: To increase parent participation through strengthening of the PTAs;

PTA activities are part of the core components of school community participation in quality education. Through the project, PTA guidelines were developed, and 10 PTAs were established. These activities paved an important initial stage for the expansion of PTA activities in the whole country.

Objective 6: To include health and hygiene activities in the school curriculum.

Training of teachers on school, health and hygiene practices contributed in achieving this objective. Provision of sanitation kits complemented the improved school hygiene practices.

c. Explain the overall contribution of the programme/ project/ to the ICI, NDS, MDGs and Iraq UN Assistance Strategy.

- **UN Assistance Strategy for Iraq**

In the UN Assistance Strategy for Iraq (2008-2010), the former Clusters were reformed into Sector Outcome Teams (SOTs). In the SOT framework, Cluster B – Education and Culture was reformed into the Education SOT.

The project contributed to the Education SOT Outcome 1 “Enhanced access to all levels of quality education with particular focus on girls” by improving the school environment through rehabilitation of WatSan facilities and minor repairs, including separate toilet facilities for girls; also to the Education Sector Outcome 2 “Strengthened institutional and human capacity of the Education Sector to deliver” through training of teachers and DoE staff.

- **MDGs**

The project directly contributed to the following MDGs.

- Enrolling all children in primary school (MDG2)
- Eliminating gender disparities in primary and secondary education (MDG3)

- **Iraq NDS**

The project contributed to the achievement of Goal 2 “Achieve primary education for all” in the new NDS for 2007-2010, which continues to emphasize on improving quality of life. Also, the project contributed to the achievement of Goal 7.2 “Eradicate Extreme Poverty and Undertake Area Based Development”.

- **ICI**

The project also contributed to the achievement of ICI goals; investing in human development through full primary education and reduction of gender parity in education.

- d. Explain the contribution of key partnerships including national, international, inter-UN agency, CSO or others towards achievement of programme/ project results.

This project was joint efforts between UNICEF and UN-HABITAT, and close coordination has been maintained throughout project implementation.

The project was designed and implemented with the close consultation with the MoE/Baghdad and KR as well as DoEs of Dohuk, Muthanna, Kirkuk, Missan, Najaf and Anbar. Governmental staffs from MoE/ Baghdad and KR were involved in building a model for teacher training, leading to government ownership of the project and ensuring sustainability.

Partnerships have been rigorously sought. A partnership was established between UNICEF and IRC, an INGO, for the PTA activities in Erbil.

- e. Highlight the contribution of the programme/ project on cross-cutting issues:

- Were the needs of particularly vulnerable or marginalised groups addressed?

The 200 target schools were selected by the respective DoEs with vulnerability criteria such as rural schools, over-crowded classrooms, and poor WatSan facilities.

- How did men and women benefit from the programme/project? How were gender inequalities handled?

The project was designed with a special focus on girls' education, where separate toilets were built/ rehabilitated for girls to enrol and retain girls in school. Gender disaggregated data was collected: 63% of students were girls, and 73% of teachers were female.

- Were environmental concerns addressed including environmental impact/risk assessment where relevant?

Rehabilitation of WatSan facilities contributed to improved environments in schools.

- Were there any specific issues in relation to the security situation?

Security conditions in some of the selected governorates caused some delays in the execution of rehabilitation works.

- Did the project contribute to employment generation (gender disaggregated)?

Through the school rehabilitation works, approximately 153,000 man/days labour was created in local communities.

- f. Provide an assessment of the programme/ project based on performance indicators as per approved project document using the template in Section IV

III. EVALUATION & LESSONS LEARNED

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

The M&E unit at the Resident Coordinator (RC) Office has selected UN-HABITAT's part to undergo a third party evaluation, which is due to start in March 2010.

During the project implementation, UNICEF and UN-HABITAT completed technical assessment of 200 schools (100 by UNICEF and 100 by UNHABITAT) selected by relevant DoEs in Muthanna, Dohuk, Kirkuk, Missan, Anbar and Najaf Governorates. The information includes type of schools, locations, number of beneficiaries, scope of work for each school and existing conditions of facilities including photos for each school showing the pre-implementation status of facilities.

b. Indicate key constraints including delays (if any) during programme/ project implementation

The official start of the project was delayed until October 2007, based on the request of MoE – hence the selection of schools started later when DoEs received official instruction from MoE.

Due to the volatile and unstable situation in Iraq, rehabilitation of 200 schools and implementation of various capacity building activities under the project required more time than the originally planned timeframe.

There was also a delay in the works in 8 schools in Kirkuk. In early May 2009, the DoE in Kirkuk requested through a letter (Ref. #111524, dated 4/5/2009) to halt rehabilitation works in the targeted schools from 12 May 2009 to 1 June 2009 to avoid disturbance of final examinations. The work resumed in June 2009, and has been successfully completed and handed over the DoE Kirkuk.

c. Report key lessons learned that would facilitate future programme design and implementation.

- As reported, the official start of the project was delayed until October 2007, based on the request of MoE – hence the selection of schools started later when DoEs received official instruction from MoE.
- Close coordination of rehabilitation activities with the local counterparts and supervision and monitoring by the Iraqi national consultants and facilitators was a key success factor for project implementation and will be useful for future projects.
- Close follow up of the rehabilitation teams (based in Amman) with the field engineers, review of weekly monitoring (narrative reports, photos showing the progress of work, and reports), and timely feedback to the field engineers played a key role in successful project completion.
- In addition, issuance of final handing over certificates by the acceptance committee upon completion of warranty period and receipt of the rehabilitated facility by the DoEs and third party verification were used as key indicators showing the completion of activities in the field. This approach proved to be very useful for verification of implementation in insecure environments, where UNICEF cannot travel to the project sites.
- UNICEF cancelled one contract for rehabilitation of 8 schools in Kirkuk when the progress of works had reached an average of 68%, as the contractor failed to complete the project as per the terms and conditions of the contract. However the rehabilitation of the remaining activities was successfully completed in 2009.
- The review and approval process of project activities was lengthy taking a long time, hence affecting the assessment of the conditions and the cost of rehabilitation. Eventually the scope of rehabilitation works will have to be changed
- The lack of housekeeping and regular maintenance is shortening the life of the rehabilitated buildings, and eventually will result in further rehabilitation needs in a few years which will ultimately lead to losing the investment made.

IV. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Means of Verification	Comments (if any)
Outcome 1: 200 girls' schools and mixed schools upgraded to Child-Friendly status in Missan, Muthanna, Najaf, Kirkuk and Dohuk						
Output 1.1 200 schools in 5 governorates equipped with appropriate furniture, learning materials, sanitation kits, playground and safe water and sanitation facilities, in addition to basic repair of school premises	Indicator 1.1.1 # of schools with upgraded WES facilities	0	200	200	PM	
	Indicator 1.1.2 # of schools provided with furniture	0	200	200	PM	
	Indicator 1.1.3 # of schools provided with recreational kits	0	200	200	PM	
	Indicator 1.1.4 # of students provided with student kits	0	60,000	101,464 students (63% girls)	PM	
	Indicator 1.1.5 # of teachers provided with teacher kits	0	600	6,313 teachers (74% female)	PM	
Outcome 2: Awareness raised among community and religious leaders on the importance of girls' education and gender issues						
Output 2.1 Community and religious leaders in the selected areas mobilized to support girls' education and parents	Indicator 2.1.1 # of communities promoting girls education	0	200	10	PM	

encouraged to send their daughters to school						
Outcome 3: Teachers equipped with innovative teaching methods, child-centred learning techniques, subjects for girls and gender-sensitive attitudes						
Output 3.1: 600 teachers of 200 selected schools trained in child-centred and gender-sensitive teaching methods and applying them in the classrooms	Indicator 3.1.1 # of teachers trained (by type)	0	600 (child-centred methods)	540 teachers, 187 headmasters, 23 supervisors (child-centred methods)	List of participants	
Outcome 4: The principals and educational supervisors with supervisory and leadership skills and school and classroom-based management						
Output 4.1 Principals of the 200 selected schools and educational supervisors trained in school and classroom-based management, and leadership skills	Indicator 4.1.1 # of ministry staff trained (by type)	0	200 (school based management)	187 (school based management)	List of participants	
Outcome 5: Parents participation increased through strengthening of PTAs						
Output 5: Four meetings of each PTA realized at the 200 selected schools, e.g. addressing issues of safety and privacy of girls in schools and on their way to school.	Indicator 5.1.1 # of schools which hold PTA meetings minimum twice a year	0	200	23	PM	Pilot PTA activities were implemented in Erbil and Basra and the PTA activities will be expanded to the 200 targeted schools in the future, using different funding sources.
Outcome 6: Health and hygiene activities in the school curriculum in order to equip teachers and students with personal hygiene practices and skills to create and maintain healthy school environment.						
Output 6.1: Teachers and students equipped with skills to take care of their personal health and hygiene and maintain a healthy school environment	Indicator 6.1.1 # of teachers trained (by type)	0 (school health, hygiene and sanitation)	600 (school health, hygiene and sanitation)	488(school health, hygiene and sanitation)	List of the participants	