

United Nations Development Group Iraq Trust Fund

Project #: B1-33

Date and Quarter Updated: January – March 20101 (1st Quarter)

Participating UN Organisation:	Sector: Education
UNICEF (Lead agency), UNESCO, UNHABITAT, WHO, UN Assistance Mission for Iraq (UNAMI) Human Rights Office (HRO) and UNIFEM	
Government of Iraq – Responsible Line Ministry:	
Ministry of Education (Lead Ministry), Ministry of Health (Central Level and Kurdistan), State Ministry of Women Affairs (Baghdad and Kurdistan), and Ministry of Human Rights	

Title	Supporting efforts of the Government in developing the capacity of the Iraqi Education Sector / Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting Education for All (EFA) goals				
Geographic Location	National, Suleimaniyah , Thi qar and Salaheldin				
Project Cost	US\$ 12,461,062				
Duration	15 Oct 2008 – 15 Oct 2010 (24 months)				
Approval Date (SC)	7 Oct 2008	Starting Date	15 Oct 2008	Completion Date	15 Oct 2010
Project Description	The joint project aims at supporting the education sector in Iraq through developing the institutional capacity of the Ministry of Education (MoE) and Directorates of Education (DoEs) in policy formulation, strategic planning, service delivery, project design and management, school health and hygiene with focus on gender and human rights approaches. The project also aims at increasing enrolment and completion rates in basic education including both formal and non-formal education via the provision of conducive learning environment for 25 primary and intermediate schools by replacing old mud school structures in most deprived rural areas in Suleimaniyah, Salaheldin and Thi qar, with the effective involvement of school communities to ensure local ownership.				

Development Goal and Immediate Objectives
<ol style="list-style-type: none"> 1. Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector; 2. Create 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 Thi qar by building 25 new schools replacing very old mud schools, and initiating school maintenance programme; 3. Improve and strengthen school health services for students in vulnerable areas including mental health services, life skills and psychosocial support interventions for teachers and students; 4. Introduce an integrated gender mainstreaming and human rights strategy at policy as well as community levels to create awareness on the importance of scaling up girls' and women's education; 5. Provide 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)).

Outputs, Key activities and Procurement	
Outputs	<ol style="list-style-type: none"> 1.1 Education system supported through developing the institutional and human capacities equally at all levels (MoE/DoEs) in planning, policy formulation, project design and management, information management and data analysis; 1.2 Education Management Information System (EMIS) further enhanced to address the needs in data collection, processing and analysis at all levels; 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools; 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives; 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset

	<p>management, through effective participation in planning and implementing school maintenance programmes;</p> <p>3.1 Quality of school health improved through raising awareness among 7,500 pupils on good sanitation and hygiene practices, and providing children with psychosocial assistance and screening for visual and hearing difficulties and musculoskeletal abnormalities;</p> <p>4.1 Capacity of MoE/DoE and community stakeholders including women leaders built on gender and human rights issues;</p> <p>4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education especially for girls and women, as well as empowerment of local communities, with the involvement of the trained stakeholders under 4.1;</p> <p>5.1 NFE policies formulated/adopted;</p> <p>5.2 MoE and DoE staff trained in various NFE textbooks development methods to design and develop learning materials for ALP and NFE for use at the DoEs and community levels;</p> <p>5.3 3 Community Learning Centres (CLCs) renovated, furnished, equipped and functional;</p> <p>5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE.</p>
<p>Activities</p>	<p>1.1.1 Supporting the development of the national Education Sector Strategy being formulated by MoE in collaboration with the World Bank, through conducting coordination and follow up meetings (UNICEF & UNESCO)</p> <p>1.1.2 Developing training and educational material sets (package) on educational planning, policy formulation, project design and management, information management and data analysis to be used in building the capacity of MoE /DoE senior staff (UNESCO)</p> <p>1.1.3 Providing 56 Staff from Planning & Statistics Directorate at MoE/DoE (10 from MoE and 46 from DoEs) with advanced training on the utilization of EMIS data/outputs in educational planning and analysis at central and governorate levels (UNESCO & UNICEF)</p> <p>1.1.4 Developing the capacity of 43 senior staff from MoE and DoEs (3 for 6 months and 40 for 1 month) in the methods and techniques of policy formulation and strategic educational planning and management in collaboration with the International Institute for Educational Planning (IIEP).(UNICEF & UNESCO)</p> <p>1.2.1 Enhancing EMIS by adding additional modules to expand the scope of its coverage, supporting the annual school survey and providing equipment/tools needed (UNESCO & UNICEF)</p> <p>1.2.2 Training 8 technical staff from MoE on utilization of the developed EMIS software modules and other programming tools (UNESCO)</p> <p>2.1.1 Designing and establishing 25 new model schools to replace old mud schools in the 3 selected governorate through the active involvement of community and Parent Teacher Associations (PTAs) benefiting 7,500 primary and intermediate students (UNHABITAT 12 schools & UNICEF 13 schools).</p> <p>2.1.2 Providing school furniture, teaching learning materials, recreation materials, and school sanitation kits for the same 25 schools (UNICEF 13 schools & UNHABITAT 12 schools).</p> <p>2.2.1 Building capacity of school community/PTA through involvement in the design and implementation processes to ensure participation and ownership (UNICEF & UNHABITAT)</p> <p>2.2.2 Training 36 DoE engineers on school design, asset management and maintenance and monitoring of building conditions (UNICEF & UNHABITAT)</p> <p>2.3.1 Prepare an effective plan on asset management and school maintenance programme and implement the plan for 50 schools in the selected governorates. (UNICEF & UNHABITAT)</p> <p>3.1.1 Training and school activities on (school sanitation, hygiene, health promoting schools and school health screening) (WHO)</p> <p>3.1.2 Supporting Directorate of Health (DoH) and DoE staff to conduct the environmental school assessment and school health screening (WHO)</p>

	<p>3.1.3 Social mobilization, production of IEC materials, and conducting advocacy meetings for community, parents, PTAs and religious leaders (WHO)</p> <p>3.1.4 Supporting health education and screening, in addition to visual hearing aids. (WHO)</p> <p>4.1.1 Building the capacity of 100 MoE and DoE staff, women leaders and community members (UNIFEM)</p> <p>4.1.2 Supporting 10 local NGOs for gender sensitive planning and integrating human rights based approaches to enhance their participation in planning and implementation processes (UNIFEM & HRO)</p> <p>4.2.1 Launching advocacy and awareness campaigns on gender and human rights issues and on the importance of education, especially girls' education and female literacy, and developing promotional material for dissemination through various media channels (UNIFEM & HRO)</p> <p>4.2.2 Developing and disseminating teaching/learning materials on women's, children's and minorities' rights to education (UNIFEM)</p> <p>5.1.1 Formulating a national NFE Policy in cooperation with MoE including conducting a workshop (UNESCO & UNICEF).</p> <p>5.2.1 Designing, developing, and distributing 6 sets of teaching/learning materials for ALP and NFE (UNESCO & UNICEF).</p> <p>5.2.2 Conducting a training workshop for 18 MoE officials on modern methods of textbook development (UNESCO & UNICEF)</p> <p>5.3.1 Renovating, furnishing and equipping 3 CLCs (one in each selected governorate) in NFE, serving 1000 illiterate adults (during the first course) including provision of life skills training material (UNESCO)</p> <p>5.3.2 Launching a national literacy campaign, including designing and printing various advocacy material (UNESCO & UNICEF)</p>
Procurement (major items)	<ul style="list-style-type: none"> • Student and teacher desks and chairs, sanitation kits, recreational kits, first aid kits, and visual hearing aids for 25 mud schools • Furniture and IT equipment for MoE/DoEs planning departments, and project management team • Furniture and equipment for 3 CLCs.

UNICEF

Funds Committed	\$ 1,792,178.4	% of approved	35.97%
Funds Disbursed	\$ 1,210,531.5	% of approved	24.29%
Forecast final date	15 October 2010	Delay (months)	N/A

UNESCO

Funds Committed	\$ 824,765	% of approved	48.15%
Funds Disbursed	\$ 656,592	% of approved	38.33%
Forecast final date	15 October 2010	Delay (months)	N/A

UNHABITAT

Funds Committed	\$ 1,153,846	% of approved	30 %
Funds Disbursed	\$ 358,396	% of approved	9%
Forecast final date	15 October 2010	Delay (months)	N/A

WHO

Funds Committed	\$ 177,871.00	% of approved	22 %
Funds Disbursed	\$ 116,324.00	% of approved	14 %
Forecast final date	15 October 2010	Delay (months)	N/A

HRO & UNIFEM

Funds Committed	\$ 91,286	% of approved	13.05%
Funds Disbursed	\$ 35,938	% of approved	5.14%
Forecast final date	15 October 2010	Delay (months)	N/A

	Category	Agency	Intermediate (1 year)			Final (2 years)			No. of Beneficiaries (Current Status)	
			No. of Beneficiaries			No. of Beneficiaries			No. of beneficiaries (Actual)	% of planned final beneficiaries
			M	F	T	M	F	T		
Direct Beneficiaries	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200		30%
	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, DoEs , 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 Thiqar, Sulaymaniya and Salahaddin	UNESCO	3000	6000	9000	5000	20000	25000		

Employment opportunities (person/day)	UNICEF & UN-HABITAT	70000	TBD	70000	110000	TBD	110000	Construction jobs: 100 Local contractors: 3 Transportation jobs: 50
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	

Quantitative achievements against objectives and results

Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector (UNICEF & UNESCO)	<ul style="list-style-type: none"> Following the establishment of the partnership with IIEP and World Bank for development of the national education strategy, detailed capacity development action was finalized for 2009-2010 training activities within the framework of the development of a National Education Strategy for Iraq; 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. Two training workshops took place between from 6-18 February 2010 in Amman on "Simulation Models" with a participation of 21 governmental officials (M16; F5) from MoE/Baghdad & KRG, MoHES/ Baghdad & KRG, MoPDC/COSIT Baghdad and "Analysis of Current Situation and 	% of planned	30%
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	<p>Challenges”, 40 participants (M36; F4) from Prime Ministry Office (PMO), MoE/Baghdad & KRG, MOHESR Baghdad & KRG, MOPDC/COSIT Baghdad, MoF. At the end of the workshop, the team of Iraqi experts elaborated a draft sector plan to be shared with stakeholders prior to its review in April 2010.</p> <ul style="list-style-type: none"> • UNESCO organized a workshop in Amman during 12-16 March 2010, (4 participants from MoE Baghdad and KRG) for merging the data for the academic year 2007/2008 and finalize the software of the modified EMIS for MoE KRG and for MoE Baghdad. 		
<p>Create 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 by building 25 new schools replacing old mud schools, and initiating school maintenance programme (UNICEF & UN-HABITAT)</p>	<ul style="list-style-type: none"> • 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 MoE/ Baghdad and KR. • 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 design workshop (Day 2-4); • 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. • School building designs have been developed and agreed upon with the DoEs of Suleimaniyah, Thiqr and Salaheldin. • During the reporting period, construction of 1 school in Suleimaniyah by UNICEF is ongoing. • During the reporting period, cconstruction of one school in Suleimaniyah has reached 25%, while the second one has just started. Construction of one school in Salaheldin has 	<p>% of planned</p>	<p>13%</p>

	<p>started and reached 6%, while the bidding process has started for the second school. The offers were evaluated for construction of one school in Thi-Qar, while the bidding process has started for the second one.</p>		
<p>Improve and strengthen school health services for students in vulnerable areas including mental health services, life skills and psychosocial support intervention for teachers and students (WHO)</p>	<ul style="list-style-type: none"> • Three meetings for the members of the local committees at Thiqr, Salaheldin and Suleimaniyah governorates from DoH and DoE focal points to plan of action for implementation of activities for the coming 6 months. • Two training course for 64 teachers in Suleimaniyah and Salaheldin on health promotion and hygiene. • Two training courses on psychosocial support for 48 doctors and 20 teachers in Thiqr • Two training courses for teachers and doctors on students health screening for visual, hearing and Musclo-Skeletal abnormalities 	% of planned	20%
<p>Introduce an integrated gender mainstreaming and human rights strategy at policy and community levels to create awareness on the importance of scaling up girls' and women's education (UNIFEM& HRO)</p>	<ul style="list-style-type: none"> • UNIFEM's focal point coordinated with the minister of health during her visit to Thiqr governorate to conduct training for teachers on how to integrate gender in the curricula .It was agreed that UNIFEM will be responsible of preparing the training materials and selecting trainers .This activity was supposed to take place in February 2010 but due to some issues with the schools it was postponed till the beginning of May 2010. • UNIFEM 's focal point conducted a meeting with the head of women and child committee and the head of the education committee in Thiqr provincial council and convinced them to take the responsibility of the project committee meetings .The head of the two committees were so cooperative and showed their willingness to support the implementation of the mud schools project. • UNIFEM's focal point in Thiqr governorate participated effectively in the first steering committee meeting which took place on 15 March 2010.Gender issues were discussed during this meeting and UNIFEM focal point explained the status of girls and the status of female teachers in schools .It was agreed in this meeting that women representation in all trainings and workshops that is related to this project. Should not be less than 50% • UNIFEM's focal point participated effectively in the steering committee meeting in Suleimaniyah governorate and the 	% of planned	3%

	<p>following topics were discussed.</p> <ul style="list-style-type: none"> ➤ Both the previous representatives of SMOWA and ministry of human rights notified the members that they will remain the focal points on behalf of the newly formulated high commissions of women affairs and human rights. ➤ UNIFEM’s focal point provided a brief about UNIFEM’s upcoming activities in Suleimaniyah governorate. ➤ It was agreed that the representation of women in the project activities should not be less than 35%. ➤ The focal point from the ministry suggested conducting vocational trainings for women in Suleimaniyah governorate; UNIFEM focal point welcomed this idea and suggested to conduct training on gender and women human rights issues too. .UNIFEM focal point proposed to give some lectures on the above mentioned topics and to support the preparation of the trainings. ➤ The focal point of ministry of health and UNIFEM’s focal point agreed to conduct two training workshops mid of May on gender for 150 teachers from the selected schools. It was agreed also that MOH will cover the costs and UNIFEM will help by giving lectures and preparing training materials <ul style="list-style-type: none"> • UNIFEM conducted a teleconference meeting with their focal points and other trained stakeholders to draw a plan 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. 		
<p>Provide technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (UNICEF & UNESCO)</p>	<ul style="list-style-type: none"> • 26 (F14; M12) MoE staff and literacy facilitators trained on management of Community Learning Centers (CLCs) for NFE – Literacy and Community Mobilisation in training workshop facilitated in Erbil between 25-27 January, 2010. • First draft of National NFE and Literacy Action Plan developed by UNESCO’s 	<p>% of planned</p>	<p>30%</p>

	<p>appointed consultant in NFE and Literacy in August 2009 in coordination with MoE technical staff.</p> <ul style="list-style-type: none"> • Technical Meeting on the development of Literacy Action Plan and NFE strategy conducted in Damascus from 15-18 November 2009. The meeting was attended by 8 senior MoE staff and representative of PM office. • 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. • 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. • 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.) 		
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<p>Qualitative achievements against objectives and results</p>
<ul style="list-style-type: none"> • The new designs conforming to child friendly standards and school maintenance have been developed. Concerned officials have also been sensitized and oriented on child friendly designs and school maintenance strategy through participatory workshops. • A National Education Strategy for Iraq is under development as a result of the capacity building trainings in education policy planning, management, monitoring and evaluation conducted by UNESCO, UNICEF and IIEP in cooperation with World Bank.

<p>Main implementation constrains & challenges (2-3 sentences)</p>
<ul style="list-style-type: none"> • The head of the engineers section in the ministry of education is not participating in the steering committee meeting and he is sending a replacement who has no clear understanding of UNIFEM’s and other UN agencies’ work on this project .It was agreed in the steering committee meeting to send an official letter to the ministry to report this and to nominate another engineer.