

United Nations Development Group Iraq Trust Fund

Project #: B1-33

Date and Quarter Updated: April – June 2010 (2nd 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 *Extension request till 15 Oct 2011 has been submitted on 2 Jun 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 at 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 management,

	<p>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</p>

Direct Beneficiaries	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200	76	38%
	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 Thi-Qar, Suleimaniyah and Salaheldin	UNESCO	3000	6000	9000	5000	20000	25000		
	Employment opportunities (person/day)	UNICEF & UN-HABITAT	70000	TBD	70000	110000	TBD	110000	Construction jobs: 557 Local contractors: 4 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								
	The beneficiaries which will be targeted by the local NGOs	UNIFEM								
			TBD	TBD	TBD	TBD	TBD	TBD		
			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 (UNESCO & UNICEF)	<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; Within the framework of capacity building training for the development of the National Education Strategy, UNESCO organised a technical workshop in Erbil, which was attended by 16 officials of MoE Baghdad (April, 15-20, 2010). As a result of the workshop participants developed first chapter of ED National Strategy including ED sector diagnosis and analysis during April-May 2010. 	% of planned	40%
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 old mud schools, and initiating school maintenance programme (UNICEF & UN-HABITAT)	<ul style="list-style-type: none"> For the construction of 13 schools by UNICEF, two schools in Suleimaniyah are ongoing, with the progress of 20% and 40%. Contracts for seven schools awarded, and four schools are under preparation for contracts or bidding. For the construction of 12 schools by UN-HABITAT, Construction of one school in Suleimaniyah has reached 70%, while the second one has reached 20%. A construction of third school is under evaluation and a fourth one is under bidding. Construction of one school in Salaheldin has reached 47%. The second school has been awarded but work has not started yet. The third school is under evaluation and warding process. ITB of the fourth school is under preparation. Three schools are under evaluation and awarding process for construction in Thi-Qar, while the bidding process has started for the fourth one. 	% of planned	13%
Improve and strengthen school health services for students in vulnerable areas including mental health services, life skills and psychosocial support intervention	<ul style="list-style-type: none"> Printing of 3,100 copies of the teachers guide (Arabic version). The guide contains important health issues and key messages about prevention of diseases at school and community level. The teachers will be trained on this manual and they will adopt the health 	% of planned	20%

<p>for teachers and students (WHO)</p>	<p>topics into the school curriculum as part of the implementation plan or the Action Oriented School Health Curriculum.</p> <ul style="list-style-type: none"> • WHO supported a health education advocacy meeting in 2 schools in Missan governorates for 45 teachers on health promoting schools. The outcome Teachers knowledge on health and hygiene and preventive measures against communicable diseases updates and skills improved. • Meeting at Thi-Qar PHC Department participated by representatives from MoH, MoE, DoH and DoE and UN agencies Representatives (WHO, UNICEF, UNEFEM and UNESCO to discuss the progress made on the implementation of the project B1-33 and finding out the coordination mechanism among all governmental and UN agencies referring to the role of education committee in province council • Three training courses in Thi-Qar governorates on Health and hygiene, Psychosocial support and physical activities for 105 doctors and teachers from DoH and DoE • Distribution of 100 snellens chart for visual examination of students at the three governorates to be used in the students screening • Procurement for another 120 white boards and 200 snellens chart, 100 uniscale for weight measurement and 100 Rollimeter for height measurement to be used at the health promoting schools. 		
<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 conducted gender training in coordination with WHO, MoE and MoH in Thi-Qar governorate .The workshop took place between 29-30 April 2010 and was attended by 25 participants from MoE and MoH. The participants received adequate knowledge and information about gender, women's human rights, international treaties, CEDAW and how to influence society to change their perceptions about girl's education. • UNIFEM's focal point in Thi-Qar governorate participated effectively in the second steering committee meeting which took place on 10 May 2010. During this meeting gender issues were discussed and it was agreed to draw a gender sensitive development plan for Thi-Qar governorate. • UNIFEM's focal point participated effectively in the steering committee meeting in Suleimaniyah governorate and provided a brief about UNIFEM's upcoming activities in Suleimaniyah governorate. It was agreed that UNIFEM in coordination with MOH will conduct two gender trainings .UNIFEM's focal point will be following up regularly with all concerned parties to make sure that this event will 	<p>% of planned</p>	<p>20%</p>

	<p>take place.</p> <ul style="list-style-type: none"> • UNIFEM started to prepare a gender profile for the three selected governorates. • UNIFEM is drafting a study on the reasons behind drop out from schools in the three governorates. This study will define the strategy of the campaigns that UNIFEM is planning to launch. that UNIFEM is planning to launch. 		
<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"> • Final Draft of literacy textbooks (Arabic Language basic and advance, Mathematics basic and advance, and General Culture) received by MoE for further revision by appointed UNESCO technical expert in May 2010. Review of draft completed and submitted to MoE in June 2010. • Upon completion of needs assessment, technical proposals for the establishment of 3 CLCs in the governorates of Thi-Qar, Salaheldin, Suleimaniyah have been developed in coordination with DOEs and MoE Baghdad-KRG. Proposals including list of equipment and identified skills training was finalised in June 2010. 	% of planned	35%

Qualitative achievements against objectives and results

- 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.
- Expansion of the health promoting schools to other governorates.

Main implementation constrains & challenges (2-3 sentences)

- The implementation of the construction of the new schools is delayed due to internal UN- constraints due to delay in replacing staff as well difficulties in getting land allocation as well. Furthermore it has been difficult to gather the Steering committees.
- Main implementation constraints were encountered in coordinating activities at local levels given the delay in the launching of school construction process.
- 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.