

United Nations Development Group Iraq Trust Fund
Project #: B1-33c
Date and Quarter Updated: September 2010 (3rd Quarter)

Participating UN Organisation: UNICEF (Lead agency), UNESCO, UNHABITAT, WHO, UN Assistance Mission for Iraq (UNAMI) Human Rights Office (HRO) and UNIFEM	Sector: Education
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 (UNESCO US\$ 1,712,905)				
Duration	15 Oct 2008 – 15 Oct 2010 (24 months)				
Approval Date (SC)	7 Oct 2008	Starting Date	15 Oct 2008	Completion Date	Extended from 15 Oct 2010 until 15 Oct 2011
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

	<p>ownership for future education initiatives;</p> <p>2.3 Capacity of DoEs and schools strengthened on school maintenance and asset 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>
Activities	<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) 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. • Snellen's charts, White boards, Uniscale for weight measurement, Rolimeter for height measurement for health promoting school.

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Funds Committed	\$ 948,349	% of approved	53.36%
Funds Disbursed	\$ 912,095	% of approved	44.64%
Forecast final date	15 October 2011	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	76	38%
	Illiterates	UNESCO				300	700	1000		
	Primary and intermediate student	UNICEF & UN- HABITA T	4060	3072	7132	8300	7500	15800		
	Students	WHO	700	300	1000	2000	2000	4000		
	Teachers	UNICEF & UN- HABITA T	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 Thi-Qar, Suleimaniyah and Salaheldin	UNESCO	3000	6000	9000	5000	20000	25000	3,000 Beneficiaries of Advocacy Campaign for Celebration of International Literacy Day	

								2009-2010	
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		

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. First chapter of ED National Strategy including ED sector diagnosis and analysis completed and reviewed in September 2010. UNESCO completed new modules for EMIS. Full reports for school years 2004-05 / 05-06 / 07-08 / 08-09 completed. Printing of report expected in October 2010 	% of planned	50%
Provide technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (UNICEF & UNESCO)	<ul style="list-style-type: none"> Training workshop on modern methods for literacy curricula development completed in August 1-2, 2010 with 9 participants from MoE (3 female). Reviewed Textbooks of literacy (Arabic Language basic and advance, Mathematics basic and advance, and General Culture) expected to be printed in October 2010. 	% of planned	55%

	<ul style="list-style-type: none"> • Upon completion of needs assessment, technical proposals for the establishment of 3 CLCs in the governorates of Thi-Qar, Salaheldin, and 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. Final equipment to be delivered by end of 2010. • Within the Framework of Literacy Initiative for Empowerment (LIFE) for Iraq, a national advocacy campaign was launched during last week of September 2010. Events targeting more that 27,000 Iraqis throughout Iraq (around 3000 in Thi-qar, Salaheldin and Suleimaniyah) were organised together with the Ministry of Education and National NGOs. Teachers, families, politicians and representatives of local communities were involved in meetings, theatre representations, sport events to express their views towards the development of a national literacy campaign in Iraq. 		
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<p>Qualitative achievements against objectives and results</p>
<ul style="list-style-type: none"> • 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. • Development of the National Literacy Initiative for Iraq (LIFE) with funding from the MoE and the Office of Her Highness Sheikha Mozah, First Lady of Qatar.

<p>Main implementation constrains & challenges (2-3 sentences)</p>
<ul style="list-style-type: none"> • Main implementation constraints were encountered in coordinating activities at local levels given the delay in the launching of school construction process. • Selection of equipment for the 3 Community Learning Centers to be developed by UNESCO was delayed due to completion of needs assessment by MoE.

