

United Nations Development Group Iraq Trust Fund

Project #: B1-33

Date and Quarter Updated: July - 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, Salaheldin, Suleimaniyah, and Thi-Qar				
Project Cost	US\$ 12,461,062				
Duration	15 Oct 2008 – 15 Oct 2011 (36 months)				
Approval Date	11 Oct 2008	Starting Date	15 Oct 2008	Completion Date	15 Oct 2010, extension approved 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 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</p>

	<p>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. • Snellen's charts, White boards, Uniscale for weight measurement, Rolimeter for height measurement for health promoting school.

UNICEF

Funds Committed	\$ 4,390,083*	% of approved	88.12%
Funds Disbursed	\$ 1,572,223*	% of approved	31.56%
Forecast final date	15 October 2011	Delay (months)	N/A

** This figure is a provisional amount. The official expenditure figures will be provided by the UNICEF Comptroller after the closure of 2010 accounts.*

UNESCO

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

UNHABITAT

Funds Committed	\$ 1,467,369	% of approved	38 %
Funds Disbursed	\$ 956,265	% of approved	25%
Forecast final date	15 October 2011	Delay (months)	N/A

WHO

Funds Committed	\$ 398,687.00	% of approved	49%
Funds Disbursed	\$ 166,271.00	% of approved	21%
Forecast final date	15 October 2011	Delay (months)	N/A

HRO & UNIFEM

Funds Committed	\$ 177,621.46	% of approved	25.38%
Funds Disbursed	\$ 152,790.46	% of approved	21.83%
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- 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 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		Construction jobs: 413 (UN-HABITAT) Local contractors: 5 (UN-HABITAT), 4 Transportation jobs: 50 (UN-HABITAT)	
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 (15-20 April, 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 	% of planned	50%

	<p>diagnosis and analysis completed and reviewed in September 2010.</p> <ul style="list-style-type: none"> • 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. 		
<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 Thi-Qar by building 25 new schools replacing old mud schools, and initiating school maintenance programme (UNICEF & UN-HABITAT)</p>	<ul style="list-style-type: none"> • For the construction of 13 schools by UNICEF: <ul style="list-style-type: none"> - Suleimaniyah: one school was completed, while the rest of 4 schools are at the various stages (64%, 3%, 2% and 2%). - Salaheldin: construction of four schools is ongoing (42%, 40%, 12% and 3%). - Thi-Qar: construction of three schools is ongoing (15%, 5% and 3%), and one remaining school is under bidding. • For the construction of 12 schools by UN-HABITAT: <ul style="list-style-type: none"> - Suleimaniyah: construction of one school is completed, while the second one has reached 58%. All ITBs of re-tendering documents of the third school were received in Amman for processing, and a fourth one is under bidding process. - Salaheldin: construction of one school has reached 90%. The construction of the second school has reached 17%. The third school is under evaluation in Amman Office. The fourth school is under bidding. - Thi-Qar: construction of three schools is under re-tendering process, while the fourth one is under bidding. • Provision of learning materials for 4,950 students in the 25 target schools has started. Furniture for the 25 schools is being procured as well. 	% of planned	25%
<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"> • Printing of 2,500 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 topics into the school curriculum as part of the implementation plan or the Action Oriented School Health Curriculum. • WHO supported a 4-day workshop for 24 school health programme managers working at DoH and DoE. The workshop was also attended by representatives from MoE, MoLSA and Ministry of Environment to discuss the plan of action for improving school health service in remote areas. • Review of the implemented activities on school health promotion and hygiene education was conducted during a 2-day meeting organized by UNICEF, the leading agency for the project, and was attended by all the focal points responsible for the implementation of the project from UN agencies and the Project Coordinators from MoE. The meeting discussed the progress made on the implementation of the project B1-33 and the coordination mechanism among all governmental and UN agencies 	% of planned	35%

	<p>referring to the role of education committee in province council.</p> <ul style="list-style-type: none"> • Three training courses on psychosocial support were organized for 74 doctors and teachers from DoH and DoE in Thi-Qar and Salaheldin Governorates. • Printing of 2,500 extra copies of the Arabic version of the teachers guide. 		
<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 in Thi-Qar Governorate prepared a gender profile in the following selected schools (Basa'ar, Kana, Shohda'a al-Khathmia, Karm Al-Bare, Warqa bin Nofal, Tag al-Deen Al Dira and Ali Al Akbar). UNIFEM collected the needed information from the statistics unit in the DoE. The information collected will be used in the formulation of the guidelines on how to increase girl's enrollment in schools. UNIFEM will present the guidelines to the DOE in Thi-Qar governorate. • UNIFEM's GFP in Thi-Qar conducted several meetings with different stakeholders in the Department of Education to follow up on the activities and to assess the situation of schools from gender perspective. • UNIFEM's GFP in Thi-Qar participated effectively in a seminar organized by UNICEF. In this seminar UNIFEM's GFP briefed the participants on UNIFEM's work at the governorate level and conducted a training course on gender and human rights issues, International treaties and VAW. • UNIFEM's focal point in Salaheldin Governorate effectively participated in the steering committee meeting which took place on 28 July 2010. During this meeting gender issues were discussed and it was agreed to conduct monthly meetings. • UNIFEM's focal point in Salaheldin Governorate participated in the second and the third steering committee meeting .In those meetings, each agency presented a brief about their work at the governorate level. • UNIFEM's focal point in Suleimaniyah effectively participated in a meeting organized by UNAMI. UNIFEM's focal point briefed the participants on UNIFEM's work at the governorate level and participated in the field visit to Sotka School. • UNIFEM's focal point in Suleimaniyah Governorate started to prepare a gender profile on the selected schools in Suleimaniyah Governorate. UNIFEM's GFP met with the head of the statistics department and gathered some of the needed information. • UNIFEM's focal point in the SMOWA and UNIFEM's GFP effectively participated in a coordination meeting held by UNICEF .In this meeting UNIFEM presented a brief about its accomplishment in the project and what are the future plans. It was agreed in that meeting that UNIFEM will lead the coordination in Thi-Qar governorate and that UNIFEM's focal point in Thi-Qar will be responsible of 	<p>% of planned</p>	<p>35%</p>

	arranging and leading the coordination meetings. It was agreed that coordination meetings needs to be conducted on a regular basis and that each agency need to share the MOM with all involved stakeholders.		
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 during 1-2 August 2010, with 9 participants from MoE (3 female). Reviewed textbooks of literacy (Arabic Language basic and advance, Mathematics basic and advance, and General Culture) which are expected to be printed in October 2010. • Upon completion of needs assessment, technical proposals for the establishment of three CLCs in the governorates of Thi-Qar, Salaheldin, and Suleimaniyah have been developed in coordination with DOEs and MoE Baghdad-KRG. Proposals including the list of required equipment and planned skills training were finalised in June 2010. Final equipment to be delivered by the 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 3,000 in Thiqar, 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. 	% of planned	55%

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.
- The Ministry of Health (MOH) agreed to replicate the model of health promoting school to all other governorates.

Main implementation constrains & challenges (2-3 sentences)

- Land allocation took longer than expected due to the procedure and involvement of different government departments and ministries in the process.
- Market price for construction has increased, since the design stage, which led to the use of design model of 4 classrooms rather than 6 classrooms in certain cases.
- UN procurement procedure also took longer than expected; some of the bids were done twice due to high prices offered and UN rules and regulation regarding to the review and awarding aspects.
- UNIFEM's focal point in Sulimanyia Governorate faced difficulties in obtaining necessary information (especially data disaggregated by sex) for the gender profile. It is anticipated that UNIFEM will be able to obtain all the needed information with the upcoming national census.