

United Nations Development Group Iraq Trust Fund
Project #:B1 - 35
Date and Quarter Updated: December 2010 (4th Quarter)

Participating UN Organisation: UNESCO & UNICEF **Sector: Education**
Government of Iraq – Responsible Line Ministry: Ministry of Education (MOE) in Baghdad and KRG,
 Ministry of Higher Education and Scientific Research (MOHESR) Baghdad and KRG

Title	Completion of a Comprehensive Assessment of Education Sector for Iraq				
Geo. Location	Nation-wide				
Project Cost	US\$ 1,132,445 (UNESCO: US\$ 881,801 / UNICEF US\$ 250,644)				
Duration	12 months				
Approval Date	24 May 2010	Starting Date	26 May 2010	Completion Date	26 May 2011
Project Description	<p>A Comprehensive Needs Assessment of the education sector will be undertaken to assess the main causes that are hindering access to and quality of education and assist the endeavours of the Government of Iraq in the reconstruction and modernization of the education sector.</p> <p>The planned assessment will complement the ongoing efforts for supporting Sector Public Modernization for service delivery (I-PSM Project), since the review of available data and completion of a school based survey to provide needed data for evidence based decision making purposes will enrich the structural and functional analysis of the administration of ED sector expected under I-PSM.</p> <p>The project will build the capacity of relevant stakeholders in undertaking an in-depth assessment of education and provide relevant analysis on the root causes and factors that are undermining access and quality of education through the completion of internal efficiency analysis to ensure that the data and analysis produced will inform the development of National Education Strategy for Iraq (NESI) and provide solid basis for the operationalization of the Strategy.</p>				

Development Goal and Immediate Objectives

Development Goal:
 Strengthened institutional and human capacity of the education sector to deliver quality education

Immediate Objectives:

1. Government of Iraq better able to identify knowledge gaps within the framework of NESI
2. GoI and partners are able to assess internal efficiency and education production functions in the field of quality education, Technical and Vocational Education and Higher Education
3. GoI and partners are provided with knowledge and evidence for effective implementation of the NESI

Outputs, Key activities and Procurement	
Outputs	<ol style="list-style-type: none"> 1. Government of Iraq better able to identify knowledge gaps within the framework of NESI 2.1 GoI and partners are able to assess education production function for primary education 2.2 GoI and partners are able to assess internal efficiency in the field of quality education, Technical and Vocational Education and Higher Education 3. GoI and partners are provided with knowledge and evidence for effective implementation of the NESI
Activities	<ol style="list-style-type: none"> 1.1 Technical Coordination Meeting with Steering Committee members to identify and validate work plan and guidelines for the pre-assessment process. (UNESCO & UNICEF) 1.2 Completion of Pre-assessment report with identified knowledge gaps (UNESCO & UNICEF) 1.3 Training Workshop on data analysis and policy planning for the validation of pre-assessment report and establishment of relevant indicators (UNESCO & UNICEF) 2.1.1 Formulation of Survey Questionnaires for education production function assessment (UNICEF) 2.1.2 Sampling Plan based on pre-assessment report (UNICEF) 2.1.3 Field work and data collection in selected schools (UNICEF) 2.1.4 Completion of data entering and data cleaning (UNICEF) 2.2.1 Formulation of Survey Questionnaires based on identified indicators (UNESCO) 2.2.2 Completion of Training of Trainers in data collection and data entry (UNESCO) 2.2.3 Completion of Multiplier training session in 18 governorates (UNESCO) 2.2.4 Sampling Plan and Pilot Survey (UNESCO) 2.2.5 Review and finalization of Survey Questionnaires (UNESCO) 2.2.6 Field work and data collection (UNESCO) 2.2.7 Completion of Data entering in the developed database (UNESCO) 2.2.8 Cleaning of Data Set (UNESCO) 3.1 Follow up coordination meeting on validation of database and produced data (UNESCO & UNICEF) 3.2 Completion of Final Needs Assessment Report with key recommendations based on collected data (UNESCO & UNICEF) 3.3 National meeting to validate report and identify follow-up strategy (UNESCO & UNICEF) 3.4 Final External Evaluation (UNESCO & UNICEF)
Procurement	Not Applicable

(UNESCO)

Funds Committed	US\$ 163,626	% of approved	18.56%
Funds Disbursed	US\$ 81,653	% of approved	9.2%
Forecast final date	30 th September 2011	Delay (4 months)	

(UNICEF)

Funds Committed	US\$ 14,737	% of approved	5.8%
Funds Disbursed	US\$ 14,737	% of approved	5.8%
Forecast final date	30 th September 2011	Delay (4 months)	

Direct Beneficiaries	Number of Beneficiaries	% of planned (current status)
MoE Staff (UNESCO & UNICEF)	24 (12 female)	
School supervisors	180 (90 female)	
Others	2010 primary schools in north centre south of Iraq; 816 secondary schools 150 technical and vocational schools; 20 Universities at national level	
Indirect beneficiaries	Students and MOE, and MOHESR staff and communities at large	
Employment generation (men/women)	-	-

Quantitative achievements against objectives and results		% of planned
Efficient training of MoE, MoHESR, and MoP		
Assessment survey of internal efficiency for education and education production function for primary education	TOR for the institutional consultant to conduct the assessment was developed, and RFP including draft questionnaires will be advertised soon. Preliminary discussions with UNESCO started to harmonize UNICEF's component with the assessment conducted by UNESCO. These discussions are ongoing.	10%
Survey of primary, secondary, technical, vocational schools, and universities at a national level	Survey tools developed and ready for use in the field.	10%
Number of male/female supervisors trained in data collection and analysis		

Qualitative achievements against objectives and results
N/A at the moment.

Main implementation constraints & challenges (2-3 sentences)
The formation of the new Government March-December 2010 has delayed decisions regarding certain activities where MOE and MOHESR involvement was considered critical in project implementation. During this time, there was also a slow response time from MoE sending available education data to inform the survey.