

United Nations Development Group Iraq Trust Fund
Project #:B1-36
Date and Quarter Updated: December 2010 (4th Quarter)

Participating UN Organisation: UNESCO **Sector: Education**
Government of Iraq – Responsible Line Ministry: Ministry of Higher Education and Scientific Research (MOHESR) and Ministry of Labour and Social Affairs (MOLSA) at the Kurdistan region (KRG).

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| Title | Improving Quality of Technical and Vocational Education and Training in Kurdistan Region | | | | |
| Geo. Location | Erbil, Sulaymaniah and Dohuk | | | | |
| Project Cost | US\$ 1,000,000 | | | | |
| Duration | 18 months | | | | |
| Approval Date | May 24 th 2010 | Starting Date | May 26 th 2010 | Completion Date | Nov 24 th 2011 |
| Project Description | <p>The project aims at supporting the Technical and Vocational Education and Training Sector (TVET) in Kurdistan Region through developing and strengthening the institutional capacity to operate a demand driven training system of the Ministry of Higher Education and Scientific Research -Foundation of Technical Education and the Ministry of Labour and Social Affairs - Vocational Training Centers by addressing aspects of the current and future TVET system needs to deliver quality education.</p> <p>The Project seeks to enhance the capacity of human resources towards achieving quality education. It will capitalize on the achievements of UNESCO and its UN partners previous TVET projects in Iraq such as the TVET “Improving Quality and Relevance of Technical and Vocational Education and Training (B1-28)” project that was implemented in partnership with ILO and UN-HABITAT aiming at improving the skills of the labour force through developing improved programmes and services that will enhance their employment and productivity potential and create supportive environment for the growing private sector.</p> <p>The project will include an awareness campaign component to be implemented with the participating of KRG line ministries and Iraqi national media to increase enrolment in the sector by drawing attention to the essential role of the TVET sector in creating job opportunities, decreasing poverty, enhancing living conditions and developing the economy.</p> | | | | |

Development Goal and Immediate Objectives

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

Outputs, Key activities and Procurement

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| Outputs | <p>Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system</p> <p>Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p> <p>Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps</p> <p>Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p> <p>Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p> <p>Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country’s development</p> |
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| Activities | <p>1.1 Steering Committee Coordination Meetings</p> <p>1.2 Developing training packages (guide) on educational planning, policy formulation and management, methods for flexible TVET system.</p> <p>1.3 Training 11 senior staff on educational planning, policy formulation and management, methods for flexible TVET system.</p> <p>2.1 Developing TOT training packages (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching</p> <p>2.2 Training 11 TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching</p> <p>3.1 Developing training packages on the development of modern framework for renewed programmes based on Learning Outcomes and Learning Steps.</p> <p>3.2 Training 11 educational experts on developing programmes based on Learning Outcomes and Learning Steps</p> <p>4.1 Developing two training packages on the development of curricula and textbooks for vocational programmes</p> <p>4.2 Training 11 VTC educational experts on curricula and textbooks development methods</p> <p>5.1 Developing TOT training packages on “Employability Skills”</p> <p>5.2 Training 11 TOT on teaching “Employability Skills”.</p> <p>6.1 Designing and implementing an awareness raising media campaign</p> |
| Procurement | None |

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| Funds Committed | USD 151,047.45 | 15.10% of approved |
| Funds Disbursed | USD 61,324.11 | 06.13% of approved |
| Forecast final date | | Delay (months) |

| Direct Beneficiaries | Number of Beneficiaries | % of planned (current status) |
|-----------------------------------|--|--------------------------------------|
| Men | 5000 | 30% |
| Women | 1200 | 5% |
| Children | - | |
| IDPs | - | |
| Others | - | |
| Indirect beneficiaries | Technical and Vocational students Education, and community at large | |
| Employment generation (men/women) | Increase employment by 70% | |

| Quantitative achievements against objectives and results | | % of planned |
|--|---|---------------------|
| Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system | <p>Refer to activity 1.1:</p> <ul style="list-style-type: none"> - Formulation of the steering committee for the project from all relevant stakeholders (MoHESR, FTE, MoLSA, VTC, Chamber of Commerce and Industry). - Five meetings were held for the Steering Committee, during the period July- September 2010, 2 of the meetings were attended by UNESCO Project Manager that was held in Erbil. - The Steering Committee identified the most dynamic sectors in KRG that require development of its curricula. | 50% |
| Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation | | |

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| Output 3: MOHESR and MOLSA better able to develop/renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps | <ul style="list-style-type: none"> - The SC identified the programmes that are responsive to LM for FTE/Colleges as per the following: (a) Tourism / tourism guidance / hotel management (b) Supplementary construction / electricity / electrical installation and material (c) Agriculture / Greenhouses - RFP is ready to be announced by the procurement for designing, developing and training on the curricula mentioned above for FTE | 5% |
| Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements | <ul style="list-style-type: none"> - The SC identified the programmes that are responsive to LM for VTC as per the following: (a) Tourism and Hospitality, (b) Construction/ Plumbing, Aluminium and PVC fittings, (c) Agricultural Machinery and maintenance of pumps. - RFP is ready to be announced by the procurement for designing, developing and training on the curricula mentioned above for MoLSA/ VTC | 5% |
| Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth | | % of planned |
| Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development | | % of planned |

Qualitative achievements against objectives and results

1. The KRG officials and stakeholders were committed and confirm high engagement level and support to the project
2. Good cooperation and coordination between line Ministries and the private sector.

Main implementation constrains & challenges (2-3 sentences)

1. The security situation remains to be the main constraint which restricts the presence of the international consultants full time inside Iraq.