

United Nations Development Group Iraq Trust Fund
Project #: B1-33
Date and Quarter Updated: October - December 2010 (4th Quarter)

Participating UN Organisation: UNICEF (Lead agency), UNESCO, UNHABITAT, WHO 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\$ 12,461,061				
Duration	15 Oct 2008 – 15 Oct 2011 (36 months)				
Approval Date (SC)	7 Oct 2008	Starting Date	15 Oct 2008	Completion Date	Original: 15 Oct 2010 1 st Extension: 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
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| 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
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Outputs	<ul 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, through effective participation in planning and implementing school maintenance programmes; 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; 4.1 Capacity of MoE/DoE and community stakeholders including women leaders built on gender and human rights issues; 4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of
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	<p>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)</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 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	<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

(major items)	mud schools <ul style="list-style-type: none"> • 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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UNICEF

Funds Committed	\$ 4,395,267.66	% of approved	88.22%
Funds Disbursed	\$ 1,907,742.41	% of approved	38.29%
Forecast final date	15 October 2011	Delay (months)	12 months

UNESCO

Funds Committed	\$ 1,018,125	% of approved	59.44%
Funds Disbursed	\$ 1,014,928	% of approved	59.25%
Forecast final date	15 October 2011	Delay (months)	12 months

UNHABITAT

Funds Committed	\$ 3,037,527	% of approved	79 %
Funds Disbursed	\$ 1,271,299	% of approved	33%
Forecast final date	15 October 2011	Delay (months)	12 months

WHO

Funds Committed	\$ 471,963.00	% of approved	58 %
Funds Disbursed	\$ 333,891.00	% of approved	41%
Forecast final date	15 October 2011	Delay (months)	12 months

HRO & UNIFEM

Funds Committed	\$ 656,894.69	% of approved	59.9%
Funds Disbursed	\$ 656,894.69	% of approved	59.9%
Forecast final date	15 October 2011	Delay (months)	12 months

	Category	Agency	Intermediate			Final			No. of Beneficiaries (Current Status)	
			(1 year)			(2 years)			No. of beneficiaries (Actual)	% of planned final
			No. of Beneficiaries			No. of Beneficiaries				
			M	F	T	M	F	T		
D i r e c t	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200	76	38%
	Illiterates	UNESCO				300	700	1000		
B e n e f i c i a r i e s	Primary and intermediate student	UNICEF & HABITAT	4060	3072	7132	8300	7500	15800		
	Students	WHO	700	300	1000	2000	2000	4000		
	Teachers	UNICEF & 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		
I n d i r e c t B e n e f i c i a r i e s	Communities for the literacy campaign - Households in Thi-Qar, Suleimaniyah and Salaheldin	UNESCO	3000	6000	9000	5000	20000	25000	30,000 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	(UN-HABITAT) Construction jobs: 1000, Local Contractor: 11, Supplier: 2, 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	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		% of planned
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 in cooperation with IIEP, UNICEF and WB organised a technical workshop in Beirut, which was attended by 26 officials of MoE Baghdad (16-21 October, 2010) to ensure training on policy planning, monitoring and evaluation towards the development of National Education Strategy. First chapters 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 printed and submitted to MoE. Data entry for EMIS 2009 school year report finalised for KRG and testing completed for MOE Baghdad. 	60%
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	<ul style="list-style-type: none"> For the construction of 13 schools by UNICEF: <ul style="list-style-type: none"> Suleimaniyah: two schools were completed, while the rest of three schools are at the various stages (37%, 35%, and 28%). Salaheldin: construction of four schools is ongoing (70%, 47%, 47% and 35%). Thi-Qar: construction of four schools is ongoing (65%, 43%, 41% and 4%). 	35%

<p>(UNICEF & UN-HABITAT)</p>	<ul style="list-style-type: none"> • For the construction of 12 schools by UN-HABITAT: <ul style="list-style-type: none"> - Suleimaniyah: Construction work of two schools in Suleimaniyah was completed, while the progress of the works for the third school has reached to 18%. The contract for construction of the fourth school was awarded and the work has just started. - Salaheldin: Construction works of one school in Salaheldin has reached 99%, while the second school has reached to 60% and the third school has reached 5%. The contract for the fourth school is under evaluation at the HQ. - Thi-Qar: The construction works of two schools in Thi-Qar has reached 20%, while for the third school has reached 10% and the fourth school has reached 8%. • Provision of learning materials for 4,950 students in the 25 target schools has started. • Procurement of furniture for the 25 schools was completed. • The procurement process for the school furniture for 12 schools constructed by UN-HABITAT has started 	
<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"> • WHO supported three training courses for the school health screening teams in three governorates (Salaheldin, Thi-Qar and Suleimaniyah). The total number of doctors and teachers trained were 67 from DoH and DoE. • WHO, MoH, MoE supported the activities related to the school Health week (15-21 November 2010) in close coordination with DoH and DoE. The activities involved health and hygiene awareness and art competition for school student and distribution of school hygiene kits. • WHO supported the Health Promoting Schools Evaluation Workshop in Erbil, 27-30 November 2010. The workshop was conducted in close coordination with MoH and MoE in Baghdad and Kurdistan. The workshop was attended by deputy Minister of Education. • (9) Advocacy meetings for community leaders and parents on raising awareness about health and hygiene. • Printing of 1000 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. 	55%
<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 GFP in Thi-Qar conducted several bilateral meetings with different stakeholders in the Department of Education and all other UN partners to follow up on the activities and to assess the situation of schools from a gender perspective. UNIFEM's Gender focal point insured that the new built school's classrooms are mixed and advocated to insure that the building of the schools is gender sensitive by making sure that the bathrooms and other health services have separated entrances for boys and girls. • UNIFEM's GFP in Thi-Qar was appointed as the area coordinator of the programme by UN partner agencies and now she is effectively conducting regular steering committee meetings on a monthly basis. UNIFEM's GFP insured that the steering committee of the programme has women representation. • UNIFEM's GFP and other six staff of the DoE were honored during the activity conducted by women committee during the 16 days activism against women. • UNIFEM's focal point in Suleimaniyah insured that pictures drawn on the schools walls are gender sensitive and that gender relations are being taken into consideration and that the pictures doesn't amplify discrimination and 	35%

	<p>violence.</p> <ul style="list-style-type: none"> • UNIFEM’s focal point in Suleimaniyah Governorate participated effectively in all steering committee meetings. • UNIFEM’s focal point in Salaheldin Governorate participated effectively in all steering committee meetings. • UNIFEM’s GFPs in the three governorates were able to collect the needed information to complete the gender profile; UNIFEM hired a consultant to draft guidelines to the DOE in the three governorates on how to increase girls’ enrolment in schools in the three selected governorates. • UNIFEM is preparing to conduct a two days high advocacy meeting in Baghdad in January 2011 for 15 participants from MoE, DoE, SMOWA, and Ministry of Labour and Social Affairs (MOLSA), MoH, community leaders and civil society organizations to prepare for the launching of the education campaigns and agree upon the design of the campaign promotional materials. 	
<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"> • New literacy textbooks developed by UNESCO in partnership with MoE including Arabic Language basic and advance, Mathematics basic and advance, and General Culture have been validated by MoE in November 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, Slaheldin 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. 	70%

Qualitative achievements against objectives and results

- Coordination at the governorate levels was strengthened through the local steering committees.

Main implementation constrains & challenges (2-3 sentences)

- The following challenges remain the same as per previous report, with the addition of point number 4.
 1. Land allocation took long time due to the long procedure and involvement of a number of government departments and ministries in the process
 2. 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.
 3. 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.
 4. The rainy season and the religious holidays have delayed the progress of school construction.
- UNIFEM was supposed to give grants for Iraqi NGOs at the governorate level to support UNIFEM in the conduction of awareness campaigns and trainings. UNIFEM issued a request for proposal in English and didn’t get enough proposals from the NGOs because they have faced difficulties in understanding the English version. Therefore, UNIFEM will translate the RFP into Arabic and will publish it again so the NGOs will be able to understand UNIFEM’s request and apply for it.
- UNICEF suffered from the increasing construction costs, and the budget allocated for the construction of 13 schools was nearly spent with the contracts for 12 schools. Therefore, UNICEF used a different funding source in order to construct the remaining one school.