

**United Nations Development Group Iraq Trust Fund
Project #:B1-34**

Date and Quarter Updated: 1 October - 31 January 2010 (4th Quarter 2010)

Participating UN Organisation: ESCWA, UNESCO and UNFPA	Sector: Education
Government of Iraq – Responsible Line Ministry: Ministry of Education, Ministry of Labor and Social Affairs, Ministry of Human Rights, Ministry of Youth and Sports, in addition to the Ministry of Education, Ministry of Labor and Social Affairs and Ministry of Culture and Youth in K	

Title	Promoting civic values and life skills for adolescents (12 to 19 years old) through education				
Geo. Location	Baghdad, Salahaldin, Thi-Qar and Erbil (Towns and villages coverage TBD)				
Project Cost	USD 3,835,034				
Duration	2 years				
Approval Date	17 Dec 2009	Starting Date	07 Jan 2010	Completion Date	07.01.2012
Project Description	<p>The project strives to strengthen the institutional and human capacity of the Education Sector in Iraq to deliver quality education through the promotion of civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19). The promotion of civic values and life skills among the targeted beneficiaries is expected to facilitate and improve the access to education of vulnerable and marginalized groups, as well as enhance youth personal and social skills, which would place them on a better footing and enable them to pursue their own educational, cultural and later on career development schemes. This would allow an increase in personal income, improve welfare and help reduce poverty rates. Life skills activities will be geared towards assisting young people to contribute to their own protection from abuse and exploitation.</p> <p>The envisioned capacity building activities will be based on a strong institutional analytical component which will lead to the development of a specific action plan for promoting civic values and life skills on the national level. Specific educational, training and awareness raising materials and curricula will be developed in the prospect of promoting civic values within different governorates, pilot schools and institutions, that serve to reinforce a sense of “national identity”, citizenship and promote human rights - including gender equality - in Iraq.</p>				

Development Goal and Immediate Objectives

<p>Development Goal: Enhance the institutional and human capacity of the Education Sector to deliver quality education enhanced</p> <p>Immediate Objectives:</p> <ol style="list-style-type: none"> i. Develop an action plan on promoting civic values and life skills within education ii. Increase the capacity of GoI and civil society to design and implement civic values/life skills education programmes in line with the Action Plan iii. Civic values/life skills promoted among adolescents by their peers iv. Increase GOI institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes
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Outputs, Key activities and Procurement

Output	<ol style="list-style-type: none"> 1. MoE, MoLSA, MoYS and MoHR, as well as the KRG MoE, MoSA, MoSY and MoHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education 2. GOI and civil society have the capacity at the relevant policy, managerial ,and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan 3. Adolescents have strengthened capacities to promote civic values/life skills among their peers 4. GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes
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Activities	<ol style="list-style-type: none"> 1.1 Conduct training for 12 Iraqi researchers/surveyors on conducting focus group discussions and other interviewing techniques. 1.2 Conduct assessment of perceptions among youth at formal and non-formal teaching / learning institutes of contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. 1.3 Conduct assessment of perceptions among selected Iraqi educators, school administrators and concerned public sector officials of the contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. 1.4 Review of successes and failures of formal and non-formal education activities conducted outside Iraq promoting nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. 1.5 Produce one policy paper on potential directions for Iraqi formal and non-formal education to more effectively incorporate concepts of nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. 1.6 Formulating formal and non-formal Education Strategy incorporating the policy recommendations and including a work plan to increase enrolment by enhancing teaching / learning environment. 1.7 Conference to appraise, finalize and launch the education strategy proposal. 2.1 Develop and test training materials/guidelines on civic values/life skills targeting teachers/education providers and civil society activists to enhance their teaching/learning abilities on promoting civic values and life skills. 2.2 Conduct training of trainers workshops targeting education experts at central and selected governorates' levels on the developed training materials. 2.3 Conduct follow-up sessions on TOT to assess skills of trainers and obtain feedback from the trainees 2.4 Conduct Study Tour for education experts at central and selected governorates' levels to expose them to regional and/or international methods of promoting civic values/life skills 2.5 Perform training sessions targeting experts at central and governorates levels by the trainers trained 2.6 Conduct training workshops for civil society activists on promoting civic values/life skills through education 2.7 Develop training materials/tools on civic values/life skills targeting public sector officials from the Ministries of Education, Labor and Social Affairs, Youth and Sports and Human Rights to deepen their understanding of and enhance their capacities in disseminating concepts mentioned 2.8 Conduct TOT on materials developed benefiting managers and policy makers 2.9 Conduct training workshops for government staff and policy makers on promoting of civic values/life skills through education\ 2.10 Conduct Study Tour for public officials staff to expose them to regional and/or international methods of promoting civic values/life skills. 3.1 Develop manual and toolkits on promoting civic education/life skills for training student peer educators within the formal education system and on promoting civic education/life skills in community centres. 3.2 Conduct training sessions targeting student Peer Trainers (Master trainers) on promoting national civic values/life skills. 3.3 Conducting sessions by “ Master Trainers” to benefit peers in selected schools in the targeted areas on promoting civic values/life skills 3.4 Conduct a workshop involving master trainers and other stakeholders to develop educational materials/tools, including posters, brochures and TV clips on civic values/life skills to assist peer educators and promote them within the formal education system and society at large. 3.5 Develop manual and toolkits on promoting civic education/life skills for training youth peer educators. 3.6 Implement Training of Trainers (ToT) sessions on promoting civic education/life skills, benefiting adolescents and civil society activists 3.7 Conduct sessions to train Youth Peer educators in Youth centers and vocational centers on civic education/life skills in partnership with local Youth NGOs
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	<p>3.8 Conduct workshops involving master trainers and other stakeholders to develop educational materials promoting civic values/life skills to assist peer educators in youth centres</p> <p>4.1 Establish a national education network among all involved stakeholders, including experts, governmental officials, civil society, and youth</p> <p>4.2 Develop and maintain resource hub for policy papers, case studies and other related documents (Arabic and Kurdish)</p> <p>4.3 Develop and disseminate Documentary on promoting the values and concepts of citizenship, tolerance, human rights and gender equity</p> <p>4.4 Design a monitoring system for civic education/life skills programmes</p>
Procurement	N/A at this stage

Funds Committed	USD 657,004	% of approved	17%
Funds Disbursed	USD 502,492	% of approved	13%
Forecast final date	17 December 2011	Delay (months)	0

Quantitative achievements against objectives and results		% of planned
JP Output 1: MoE, MoLSA, MoYS and MoHR, as well as the KRG MoE, MoSA, MoSY and MoHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education	Contracted the European School of Governance (EUSG) to partner with ESCWA in order to achieve the “Development of the Formal and Non-Formal Education Action Plan on Civic Values and Life Skills”	18%
JP Output 2: GOI and civil society have the capacity at the relevant policy, managerial ,and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan	Suggested civil society organizations proposed by participating UN organizations and relevant institutions have been placed in a matrix that will serve as a reference for civil society forum establishment and collaboration with Iraqi civil society henceforth; Materials and information collected from Government of Iraq, Civil Society and Education institutions focusing on Human Rights Education in Iraq. Two institutions, the Iraqi Organisation “Culture for All” and the Oxford Centre for Lebanese Studies, have been selected for the development of a core set of materials tailored to the Iraqi context that will be the basis for any future specific modules for teachers, educators, adolescents, government officials and civil society.	20%
JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers	Agreement was reached with the American University of Beirut to lead the Iraqi effort in developing the Life Skills Tools and manuals and to lead the training of the Iraqi counterparts after the production of these tools.	5%
JP Output 4: GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes	Initiated the development of baseline questionnaires as part of the Action Plan development to serve also in the establishment of a baseline for future monitoring	2%

Qualitative achievements against objectives and results

- ESCWA, UNESCO, UNFPA and UNAMI Human Rights Office (UNAMI-HRO) convened on 8-9 December 2010 in the UN-House in Beirut for the second coordination meeting of the Civic Values and Life Skills Steering Committee. The meeting gathered representatives of all concerned and partnering ministries, and representatives from the UN agencies and their partners. UN agencies and their executing partners presented a forecast of activities for the upcoming quarter and submitted their prospected methodologies and approaches for validation. The presentation of methodologies initiated discussions and feedback among stakeholders, and yielded endorsement and validation of projected plans as well as a clear emphasis on the need to ensure the contextualization and relevance of the outcomes through national assessment and evaluation fora. The Committee's roles and responsibilities were clarified and reconfirmed, which led to the reformulation of the previously agreed upon Terms of Reference and to the alteration of the name of this forum from "Project Task Force" to "Steering Committee" in order to further emphasize its advisory and guiding role. The meeting also laid the foundation of a constructive work synergy among all involved partners through interactions and linkages for future coordination on specific substantive components.
- **ESCWA:** Pursuant to a competitive selection process, ESCWA contracted the European School of Governance (EUSG) to formulate an action plan for the promotion and inclusiveness of Civic Values and Life Skills within the formal and non-formal educational settings, through conducting an assessment of the existing perceptions and contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. The assessments will be performed by the EUSG with selected national partners.
- **UNESCO:** Development of the core set of materials based on the reference matrix previously compiled is underway.
- **UNESCO:** Participation in the second Task Force Meeting in December 2010 has enabled the exchange of experiences and approaches in the field of civic education with the implementing partners selected by other UN Agencies as well as the Iraqi partners.
- **UNESCO:** Linkages have been established between the activities planned for 2011 in the framework of the civic values project and other programmes implemented by UNESCO in the field of teacher training to enhance synergies between the two projects.
- **UNFPA:** reached an agreement with the American University of Beirut to lead the Iraqi effort in developing the Life Skills Tools and manuals and to lead the training of the Iraqi counterparts after the production of these tools.
- **UNFPA:** supported a group of 6 young people to attend a radio/ TV production workshop in Amman. The workshop aimed at further building the capacity of these young people to use multimedia in reaching out to their peers and disseminating positive messages. Using creative media tools is a key medium in teaching and disseminating life skills messages, a reason why UNFPA will continue to invest in this area.
- **UNFPA:** In an attempt to build on UNFPA's and its partners' already existing experience in the area of Life Skills education, UNFPA collected many manuals and tools that have been developed and produced in our region and worldwide to use them as a reference in developing the Iraqi-specific tools.

Main implementation constraints & challenges (2-3 sentences)

- Despite the fact that there were no direct bearings from the delay in formation of the new Iraqi government, the project underwent a slow-down phase which affected its implementation plan. It was indeed challenging to sustain contact with senior decision makers, which coerced the project to postpone some activities until the new government of Iraq is formed
- The major and most challenging constraint witnessed by the project and its staff during this reporting period was the modification and change without any prior notice in the representatives of the partnering ministries. This resulted in revisiting all previous commitments and decisions taken by the predecessors during the first coordination meeting.
- There has been some misunderstanding concerning the efforts already made by the Government of Iraq in the field of civic education, which were addressed during the Task Force meeting to ensure full coordination in the future.