



**Promoting Civic Values and Life Skills for Adolescents (12 to 19 years old) Through Education in Iraq  
Project**

**ANNUAL PROGRAMME NARRATIVE PROGRESS REPORT  
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2010**

<b>Programme Title &amp; Number</b>
<ul style="list-style-type: none"> <li>• Programme Title: <b>Promoting civic values and life skills for adolescents (12 to 19 years old) through education</b></li> <li>• Programme Number <b>B1-34</b></li> <li>• MDTF Office Atlas Number:</li> </ul>

<b>Country, Locality(s), Thematic Area(s)<sup>1</sup></b>
<b>Governorates: Baghdad, Salahaddine, Thi-Qar and Erbil.</b>  <b>Thematic Area: Education</b>

<b>Participating Organization(s)</b>
<ul style="list-style-type: none"> <li>• ESCWA (Lead Agency)</li> <li>• UNESCO</li> <li>• UNFPA</li> </ul>

<b>Implementing Partners</b>
<ul style="list-style-type: none"> <li>• Ministry of Education (Baghdad and KRG)</li> <li>• Ministry of Labour and Social Affairs (Baghdad and KRG)</li> <li>• Ministry of Youth and Sports (Baghdad)</li> <li>• Ministry of Culture and Youth (KRG)</li> <li>• Ministry of Human Rights (Baghdad)</li> </ul>

<b>Programme/Project Cost (US\$)</b>	
MDTF Fund Contribution:	<ul style="list-style-type: none"> <li>• ESCWA: USD 1,448,695 (Inclusive of UNAMI-HRO subcontract)</li> <li>• UNESCO: USD 1,227,205</li> <li>• UNFPA: USD 1,159,134</li> </ul>
Agency Contribution	<ul style="list-style-type: none"> <li>• UNFPA: USD 400,000</li> </ul>
Government Contribution	
Other Contribution (donor)	
<b>TOTAL:</b>	<b>USD 4,235,034</b>

<b>Programme Duration (months)</b>	
Overall Duration	<b>24 months</b>
Start Date <sup>2</sup>	<b>7 January 2010</b>
End Date or Revised End Date,	<b>7 January 2012</b>
Operational Closure Date <sup>3</sup>	<b>7 January 2012</b>
Expected Financial Closure Date	<b>30 June 2012</b>

<b>Programme Assessments/Mid-Term Evaluation</b>
Assessment Completed - if applicable <i>please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____ Mid-Evaluation Report – if applicable <i>please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____

<b>Submitted By</b>
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<sup>1</sup> Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF.

<sup>2</sup> The start date is the date of the first transfer of the funds from the MDTF Office as Administrative Agent. Transfer date is available on the [MDTF Office GATEWAY](http://mdtf.undp.org) (<http://mdtf.undp.org>).

<sup>3</sup> All activities for which a Participating Organization is responsible under an approved MDTF programme have been completed. Agencies to advise the MDTF Office.

## **NARRATIVE REPORT FORMAT**

### **I. Purpose**

The programme is designed with the aim to support and strengthen the educational system in Iraq in delivering quality education, both in the formal and non-formal settings through policy development and capacity building activities. By promoting civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19), it is expected to reinforce a sense of “national identity”, citizenship and to promote human rights - including gender equality - in Iraq. This endeavor will place youth on a better footing, enabling them to pursue their own educational, cultural and later on career development perspectives.

In order to ensure the realization of the set outcome, the project will aim at generating four programme specific outputs:

- i. 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
- ii. 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
- iii. Adolescents have strengthened capacities to promote civic values/life skills among their peers
- iv. GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes

### **II. Resources**

#### *Financial Resources:*

- Funding to implement the “Promoting Civic Values and Life Skills among Adolescents through Education Project” at the level of USD 3,835,034 was made available by the UNDG-ITF. It is also to note that UNFPA has contributed from its core resources an additional USD 400,000.
- The transfer of allocated resources to implementing agencies (ESCWA, UNESCO and UNFPA) was performed directly and the financial reporting mechanism adopted for this project has been a direct reporting from agencies to ITF.
- Neither changes nor amendments to the budget were performed since the inception of the project in January 2010.
- Financial dealings with UNDG-ITF have been very efficient and effective. No particular limitation or challenge was encountered in this regard.

#### *Human Resources:*

#### **ESCWA**

- *National Staff:* One national Monitoring and Reporting Officer based in Baghdad has been selected and assigned to follow-up on the implementation of activities, as part of the national implementing team, in addition to ensuring regular contacts and interaction with national counterparts from the Steering Committee.
- *International Staff:* Two International ESCWA Staff Members have been involved in the implementation and monitoring of activities, namely one (1) Project Manager and one (1) Programme Assistant. It is to note however that additional support was also provided on an ad-hoc and on a need basis by the staff of the Section for Emerging and Conflict Related Issues (ECRI) as well as by other ESCWA divisions, primarily

the Programme Planning and Technical Cooperation Division (PPTCD) and the Administrative Services Division (ASD), who were instrumental in facilitating and ensuring the implementation of activities as per the set timeframe.

## **UNESCO**

- *National Staff:* One (1) National Project Assistant based in Erbil has been contracted by UNESCO to organize project activities with the Kurdish Authorities for the joint project.
- *International Staff:* Two International UNESCO Staff are assigned to this project. One (1) Project Officer based in Amman acting as the International Expert on Civic Values and responsible for the management and implementation UNESCO activities, assisted by one National Project Assistant currently based in Amman due to security situation in Baghdad.

## **UNFPA**

- *National Staff:* Two (2) National Local Coordinators, one based in Baghdad and the other in Erbil assigned to follow-up on UNFPA project activities with National Authorities and to undertake coordination tasks with national counterparts and stakeholders.
- *International Staff:* One International UNFPA Staff based in Amman and assuming the responsibilities of Youth Specialist has been assigned to this project to undertake the management and implementation of UNFPA assigned activities.

## **III. Implementation and Monitoring Arrangements**

- *Summarize the implementation mechanisms primarily utilized and how they are adapted to achieve maximum impact given the operating context:*

Given the nature and of project activities, primarily consisting in providing concerned ministries within the GoI with technical support and inputs to enhance the quality of education through the incorporation of Civic Values and Life Skills in formal and non-formal settings, the following were adopted as implementation mechanisms:

- In the prospect of ensuring national ownership of and support to this endeavor, which tackles core issues of the Iraqi society – both at the conceptual and institutional levels, the project has established a National Steering Committee, inclusive of all seven concerned and involved Ministries from Baghdad and KRG alongside the UN implementing consortium. The establishment of this committee from the onset of the project has allowed the inclusion of national stakeholders in the design process of activities and interventions, and most importantly has ensure the reflection of national perspectives and priorities within the project, which is a contributing element to the sustainability and institutionalization of the project’s outcomes.
  - Partnering with prominent national institutions for the implementation of activities has been an important highlight of this project. Indeed, all implementing agencies have been keen on involving national capacity alongside international expertise in the execution of planned activities, this was particularly beneficial while performing perception surveys/assessments and designing training materials, as national partners are a critical element of success. In addition, by involving national entities in the implementation – primarily NGOs – the project contributed to the development of national capacity on tackled thematic and has provided them with the technical and substantive support required to undertake similar endeavors and to maximize the effect and impact of the project. The adoption of this implementation mechanism was based on the belief that national counterparts are better positioned to assess their own realities and limitations.
- *Provide details on the procurement procedures utilized and explain variances in standard procedures.*

No goods were procured within this reporting period. Rather, activities required the contracting of service providers, which were selected according to the agencies' applied standards and procedures.

- *Provide details on the monitoring system(s) that are being used and how you identify and incorporate lessons learned into the ongoing project.*
  - The project has relied on both its international and national personnel to ensure adequate monitoring and appraisal of implemented activities. Indeed, international staff members have been accessing regularly Iraq to participate in and monitoring project activities, in addition to meeting project national counterparts and partners. In addition, regular monitoring of activities has been undertaken by national personnel based in Baghdad and Erbil. Indeed, the presence of staff proved in several occasions to be crucial since it allowed a better positioning and recognition of the UN as promoter of knowledge transfer into Iraq through this type of activities.
  - In addition, regular monitoring of activities was performed using the *coordination and appraisal meeting methodology* applied within Steering Committee semestrial meetings, during which national counterparts are involved in appraising all aspects of the planning and implementation process as well as highlighting lessons learned and challenges. This strategy has proved to address programmatic needs of the project and permitted a national involvement in the monitoring and review proceedings. Moreover, it is a very adequate monitoring tool that addresses programmatic limitations in conflict and post-conflict settings, as it is the case in the Iraqi context.
  
- *Report on any assessments, evaluations or studies undertaken.*

None to report at this stage.

#### IV. Results

- *Provide a summary of Programme progress in relation to planned outcomes and outputs; explain any variance in achieved versus planned outputs during the reporting period.*

Within the scope of enhancing the capacity of the GoI to develop an action plan on promoting civic values and life skills within education (**Output 1**), the following progress has been made:

- Within the prospect of ensuring national ownership and involvement in the development of the Civic Values and Life Skills Action Plan, the project established a National Steering Committee comprising representatives from concerned ministries from the central and regional Kurdistan governments, with a primary role of substantive and administrative backstopping, but also advocacy for the inclusion of civic values and life skills within the formal and non-formal education settings. The Task Force was launched in Amman during a meeting (May 26-27), which brought together for the first time all the main institutions responsible for the promotion of values amongst the youth in Iraq, and succeeded in providing a forum to exchange best practices and discuss coordination mechanisms for the promotion of civic values and life skills in Iraq within the framework of the project, which will be jointly implemented by the four organizing UN Agencies and the GoI.
- A Policy Paper on potential directions for Iraqi formal and non-formal education to incorporate better concepts of citizenships, nation-building and tolerance was developed by a National Iraqi Consultant to serve as one of the inputs to the Action Plan. In addition, ToRs were developed for the development of a study on successes and failures of formal and non-formal education to promote civic values and life skills activities outside Iraq.
- The European School of Governance (EUSG) and the Iraqi Quandil Organization were contracted to partner with ESCWA in order to formulate the "Development of the Formal and Non-Formal Education Action Plan on Civic Values and Life Skills" 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.

Within the scope of enhancing the capacity of the GOI and civil society at the relevant policy, managerial, and operational levels, to design and implement civic values and life skills education programmes in line with the Action Plan (**Output 2**), the following progress has been made:

- Contacts have been established with a wide range of national and international civil society organizations who have shared their experiences in the field of civic education both inside and outside Iraq. These organizations as well as academic institutions will play a key role in the development of civic values and life skills education materials that are relevant to the Iraqi context and that take into consideration the geographical, cultural and religious diversity of the country so that the final modules will be adapted to the different target audiences.
- Materials on civic values and life skills from participating UN organizations and relevant institutions have been placed in a matrix that will serve as a reference for all the material development activities henceforth. Development of the core set of materials based on this reference matrix is underway.
- Two institutions, the Iraqi Organization “Culture for All” and the Oxford Centre for Lebanese Studies were selected for the development and testing of the capacity building materials for life skills tailored to the Iraqi context that will be the basis for any future specific modules for teachers, educators, adolescents, government officials and civil society.

Within the scope of strengthening the capacities of adolescents to promote civic values/life skills among their peers (**Output 3**), the following progress has been made:

- An 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.
- In an attempt to build on UNFPA’s and its partners’ already existing experience in the area of Life Skills education, UNFPA identified manuals and tools developed and produced in the region and worldwide to use them as a reference in developing the Iraqi-specific tools.
- A group of 6 young people was supported 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.

Within the scope of strengthening the institutional capacity of the GOI to coordinate, and monitor implementation of civic education and life skills programmes (**Output 4**), the development of baseline questionnaires has been initiated, as part of the Action Plan development to serve also in the establishment of a baseline for future monitoring

- Report on the key outputs achieved in the reporting period including # and nature of the activities (inputs), % of completion and beneficiaries.

<i>Outputs</i>	<i>Activities</i>	<i>Beneficiaries</i>	<i>% of planned</i>
Output 1; MOE, MOLSA, MoYS and MHR have an enhanced capacity to develop an action plan on life skills within education.	(a) Established the Project Steering Committee comprising representatives of all national counterparts and UN implementing partners (b) Contracted the European School of Governance (EUSG) and Quandil Organization 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”	N/A at this stage	18%
Output 2; GOI and civil society have the capacity at the policy, managerial and operational levels to design and implement values/ life skills education programmes in line with the action plan.	(a) Relevant Civil society organizations have been identified and selected to serve as a reference for civil society forum establishment and collaboration with Iraqi civil society henceforth; (b) Materials and information collected from Government of Iraq, Civil Society and Education institutions focusing on Human Rights Education in Iraq. (c) 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.	N/A at this stage	20%
Output 3; Adolescents have strengthened capacities to promote civic values/ skills among their peers.	(a) 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.	N/A at this stage	5%
Output 4; GOI has the institutional capacity to coordinate and monitor implementation of civic values and life skills programmes.	(a) 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	N/A at this stage	2%

- Explain, if relevant, delays in programme implementation, the nature of the constraints, actions taken to mitigate future delays and lessons learned in the process.
  - The major and most challenging constraint witnessed by the project during its start-up phase was to ensure the identification and nomination of representatives of national ministries for the establishment of the National Steering Committee. Indeed, the project could not start the implementation of its activities prior to the concretization of the steering committee and reaching a

joint consensus on its proposed activities. This situation confined the UN implementing partners to preparatory activities and to the identification of implementing partners.

- Furthermore, another challenge that is still till date hindering the smooth coordination with the national counterparts is the recurrent modification and change without any prior notice in ministries representatives. This indeed resulted in revisiting all previous commitments and decisions taken by the predecessors during the previous coordination meeting.
  - 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. Moreover, after formation, the new appointed ministers had to be introduced to the project and they were requested to confirm their representatives on the Steering Committee, most of which witnessed changes.
  - There has been some misunderstanding concerning the objectives of the project. This was addressed during the Steering Committee meeting to ensure full coordination and acceptance in the future.
  - Ensuring identification and selection of national implementing partners was an additional limitation encountered during the first year of the project. Indeed, national capacity had to be carefully selected in order to ensure the inclusion of the most adequate and experienced institutions. This added onto the delays encountered.
- *List the key partnerships and collaborations, and explain how such relationships impact on the achievement of results.*
    - As stated above in the implementation mechanisms section, ESCWA, UNESCO and UNFPA primary relied on national partners and counterparts in the implementation of project activities, particularly activities related to the perception assessments. These partnerships are expected to facilitate a smooth implementation of the surveys.
    - Furthermore, the inclusion of national counterparts as partners in the project and their involvement in the Steering Committee ensured a national ownership of the results and facilitated the development of nationally owned and accepted activities.
  - *Other highlights and cross-cutting issues pertinent to the results being reported on.*

The human rights based approach and gender issues are very much present in discussions and in all agencies plans for developing the training material.
  - *Provide an assessment of the programme/ project based on performance indicators as per approved project document using the template in Section VIII, if applicable.*

Please refer to Section VIII.

## **V. Future Work Plan (if applicable)**

- *Summarize the projected activities and expenditures for the following reporting period (1 January-31 December 2011), using the lessons learned during the previous reporting period.*

Due to the encountered delays during the start-up phase of the project, which severely affected the execution of most of planned activities, UN implementing partners will ensure the execution of activities starting January 2011 and will be consistently reporting on achievements to the Steering Committee. In this regard, it is to highlight that the project will require a No-Cost Extension in order to allow the appropriate and adequate testing and roll-out of the capacity building tools within the 2011-2012 academic year.
- *Indicate any major adjustments in strategies, targets or key outcomes and outputs planned.*

None to report.

## VIII. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
<b>Outcome 1: Strengthened institutional and human capacity of the Education Sector to deliver quality education</b>							
<b>Output 1</b> MoE, MoLSA, MoYS and MHR and KRG MoE, MoSA, MoHR, and MoYS have an enhanced capacity to develop an action plan on promoting civic values and life skills within education	Indicator 1.1 Number of Iraqi researchers/surveyors trained on conducting focus group discussions and other interviewing techniques.	0	12	-	-	Training Report  Attendance Sheets	-
	Indicator 1.2 Number of qualitative research studies on perceptions among selected Iraqi educators, school administrators, students and concerned public sector officials of civic values/life skills produced	0	2	-	-	Study Report  Assessments reports	It is expected to increase the number of the field assessments surveys performed in order to enhance the quality of data gathered and increase the representativity of the sampling
	Indicator 1.3 A study on successes and failures of education activities promoting civic values/life skills produced	0	1	-	-	Study Report	Study planned to be performed in 2011
	Indicator 1.4 Number of policy papers tackling potential directions for incorporating concepts of civic values/life skills into the Iraqi education system produced	0	2	1	-	One policy paper was developed encompassing both the civic values and life skills in order to adopt a unified methodological approach, rather than having two papers tackling the subject matter from different analytical perspectives.	The Policy Paper was performed as planned by an Iraqi Consultant well versed into Education thematic.
	Indicator 1.5 An education plan of action on civic values and life skills is formulated by MoE	0	1	-	-	Action Plan document Program progress report. Plan	-



<b>Output 2</b> 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	<i>Indicator 2.1</i> Guidelines for teachers and education providers on civic values/life skills developed	0	1	-	-	Progress reports	One set of guidelines will be developed inclusive of several tools
	<i>Indicator 2.2</i> Number of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes	0	40	-	-	Progress and training report	-
	<i>Indicator 2.3</i> Percentage of trainers and trainees successfully completing post-tests	0	80%	-	-	Progress and training report	-
	<i>Indicator 2.4</i> Number of male/ female school managers, teachers, and education providers trained on delivering civic values and life skills programmes	0	824	-	-	Progress and training report	-
	<i>Indicator 2.5</i> Number of male/ female civil society activists trained on promoting civic values/life skills	0	90	-	-	Progress and training report	-
	<i>Indicator 2.6</i> Number of government staff trained on promoting civic values/life skills through education	0	180	-	-	Progress and training report	-
	<i>Indicator 2.7</i> Number of male and female representatives from GOI participating in study tours on methods of promoting civic values/life skills.	0	30	-	-	Study Tour Report	-
<b>Output 3</b> Adolescents have strengthened capacities to promote civic values/life skills among their peers	<i>Indicator 3.1</i> Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	70	-	-	Progress reports	-
	<i>Indicator 3.2</i> Percentage of male/ female students successfully completing post-training assessment	0	80%	-	-	Pre and post assessment	-
	<i>Indicator 3.3</i> Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	80	-	-	Progress reports	-

	<i>Indicator 3.4</i> Percentage of male/ female students successfully completing post-training assessment	0	80%	-	-	Progress reports	-
<b>Output 4</b> GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes	<i>Indicator 4.1</i> Number of government, non-government .and private sector representatives in the national education network	0	4	7	The Established Steering Committee is considered as the preliminary phase of the National Network.	Progress reports	Additional NGOs and Private Sector organization will be added.
	<i>Indicator 4.2</i> Number of resource materials on education available on the Education Resource hub	0	6	-	-	Resource hub Progress reports	-
	<i>Indicator 4.3</i> Monitoring system for civic education and life skills programmes established	0	1	-	-	Programme Action plan	The baseline data will be gathered through the quantitative survey tools developed