



**UNDG Iraq Trust Fund
ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2010**

Programme Title & Number

- Programme Title: Promoting civic values and life skills for adolescents (12 to 19 years old) through education
- Programme Number B1-34b
- MDTF Office Atlas Number:

Country, Locality(s), Thematic Area(s)²

National Programme
Activities in 4 Governorates Baghdad; Salahaldin , Thi-Qar and Erbil
Education Sector

Participating Organization(s)

UNESCO
UNESCWA
UNFPA

Implementing Partners

- 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 Social Affairs, Ministry of Human Rights and Ministry of Sports and Youth in KRG

Programme/Project Cost (US\$)

	UNESCO:
MDTF Fund Contribution:	1,227,205 USD
Agency Contribution	
Government Contribution	
Other Contribution (donor)	
TOTAL:	

Programme Duration (months)

Overall Duration	24 Months
Start Date	07 Jan 2010
End Date	07 Jan 2012
Operational Closure Date	
Expected Financial Closure Date	

Programme Assessments/Mid-Term Evaluation

Assessment Completed - if applicable *please attach*
 Yes No Date: _____
 Mid-Evaluation Report – if applicable *please attach*
 Yes No Date: _____

Submitted By

- Name:
- Title:
- Participating Organization (Lead):
- Email address:

¹ The term “programme” is used for programmes, joint programmes and projects.
² Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF.

NARRATIVE REPORT

I. Purpose

The *Promoting civic values and life skills for adolescents (12 to 19 years old) through education* programme aims at strengthening 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. Significantly, life skills activities will be geared towards assisting young people to contribute to their own protection from abuse and exploitation.

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.

The proposed Promoting civic values and life skills for adolescents (12 to 19 years old) through education Programme supports the attainment of the (i) National Development Strategy (NDS) (ii) the International Compact with Iraq (ICI) (iii) the United Nations Assistance Strategy for Iraq and (iv) and Sector Outcome Team (SOT) interventions, as detailed below:

National priority or goals (NDS 2007- 2010 and ICI):

NDS 7: Improving the quality of life

7.1 Human Development (protect citizens, improve their wellbeing/ productivity and mobilize Iraq's human capital as the key ingredient for sustainable development. Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development

7.7 Education

(d) Developing a new curriculum at all levels to prepare students for the twenty first century

(f) Encourage life-long professional development of educational staff

ICI Benchmarks (as per the Joint Monitoring Matrix 2008):

ICI 4.4 Human Development and Human Security

Goal: Protect the citizens, improve their wellbeing and productivity and mobilize Iraq's human capital as the key ingredient for sustainable development (Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development)

4.4.1.3 Education (Benchmark 2: Carry out specific activities to promote adult literacy and skills training, early childhood development and life skills training)

Sector Team Outcome(s):

Outcome 1: Enhanced access to all levels of quality education with particular focus on girls

Outcome 2: Strengthened institutional and human capacity of the Education Sector to deliver quality education

Joint Programme/Project Outcome(s):

Strengthened institutional and human capacity of the Education Sector to deliver quality education

II. Resources

Of the USD 3,835,034 funded by the UNDG ITF, UNESCO was allocated USD 1,227,205 to implement 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* and specifically Output 2.1 *School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes* as well as JP Output 3: *Adolescents have strengthened capacities to promote civic values/life skills among their peers* focusing on Output 3.1 *Groups of young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate and secondary school levels as well as in community learning centres*

Funds Committed	315,793	% of approved	26%
Funds Disbursed	167,656	% of approved	14%
Forecast final date	17 December 2011	Delay (months)	0

The project team consisted of:

- Project Manager, international
- National Programme Officer, co-shared with other UNESCO programmes
- Project Assistant, national, co-shared with other UNESCO programmes

III. Implementation and Monitoring Arrangements

UNESCO and UNESCWA and UNFPA are the executing agencies for the Programme, and therefore responsible for the implementation of all programme activities, standards and procedures. UNESCO's role, as agreed upon with the line Ministries and sister UN Agencies participating in the programme, focuses on developing the capacity of the GOI and civil society at the relevant policy, managerial and operational levels to design and implement civic values/life skills education programmes in accordance with the policy-level interventions lead by ESCWA and ensuring coordination with the capacity building activities organized by UNFPA.

The project features a mixed staffing structure comprising national and international personnel. UNESCO Iraq has strengthened its presence in the field and to the extent possible all meetings are held in Baghdad and Erbil; UNESCO prioritizes workshops to occur within Iraq. International staff based in Amman takes part in regular missions to Baghdad, Erbil subject to security conditions and staff ceiling considerations. Programme staff and consultants working in Baghdad and the three target areas operate in accordance with the rules and regulations set by UNDSS/UNAMI pertaining security conditions and security of staff.

It is also to note that from the onset of the programme, focal points within the respective ministries and governorates coordinate closely with their UN counterparts in the form of regular task force meetings and bi-lateral consultations as well as through informal information sharing mechanisms.

UNESCO Iraq has adopted an approach that combines international expertise with reliance on local knowledge and capacity development of national stakeholders. For instance, two institutions, one national,

the Iraqi Organization “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. The staff of the Oxford Centre, already familiar with other initiatives in the field of citizenship education in another country in the region, will be able to provide useful information on best practices to the Iraqi Organization responsible for contextualizing the materials.

For any external contractor or specialized consultant brought in to implement various aspects and or activities as part of the B1-34 project, UNESCO is required to follow strict procurement procedures that detail that at least three bids must be received and evaluated on the basis technical proficiency and relevance, capacity of delivery and financial worth accordingly.

Any materials will be further developed and approved in partnership with a committee of experts from the line ministries to ensure government’s endorsement. Line ministries cooperation is considered essential for the success of the training sessions targeting teachers and educators. In addition, UNESCO has established contacts with a wide range of civil society organization active in the field of human rights education and culture of peace to learn from past experiences and strive to achieve a common understanding about the basic elements of civic values and life skills education. Civil society will play a key role in monitoring the trainings in Iraq and providing feedback about peer to peer education activities, particularly those organizations that actively engage youth.

Monitoring:

For almost every activity conducted by UNESCO be it directly or through an implementing partner, UNESCO requires that evaluation forms are filled in by participants/trainees with the aim that the quality of training exceeds 80% satisfaction in terms of relevance and usefulness. These evaluation forms are filed with relevant information extracted and tabled, and synthesized into a lessons learned reporting. In addition to this, UNESCO requires from all trainers and consultants and/or contractors detailed final narrative and financial reports.

Monitoring also occurs through direct contact with Government of Iraq through the Task Force-Steering Committee, sister UN Agencies and International staff through an ‘open door’ policy of feedback and communication via meetings, email and telephone.

IV. Results

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*

2.1 School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes

- Materials on civic values and life skills from participating UN organizations and relevant institutions have been compiled, which were the basis for the core material development process already initiated;
- Contacts were established with Government of Iraq, Civil Society and Education institutions focusing on Human Rights Education; 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;

- 1st Steering Committee meeting held including all line ministers (Education, Higher Education, Youth, Labour and Human Rights from both Baghdad and Erbil). Representatives from the Ministries of Education, Labour, Youth, and Human Rights from Baghdad and the Kurdish Regional Government met in Amman on May 26 and 27 to discuss ways for promoting civic values and life skills amongst Iraqi adolescents, as well as to exchange information and advocate for the promotion of such values within their Ministries. The meeting brought together for the first time all the main institutions responsible for the promotion of values amongst the youth in Iraq. Representatives from the concerned ministries endorsed the work-plan and reaffirmed their commitment to act as focal points to exchange information and advocate for the objectives of the project within their ministries.
- Development of the core set of materials based on the reference matrix previously compiled is underway. Two institutions, the Iraqi Organization “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
- 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.
- 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.

Overall this first year of implementation has laid the ground for the specific toolkits development and training sessions that will occur in 2011. Apart from establishing contacts with main governmental and civil society partners, UNESCO was able to undertake an assessment of available materials in the field of civic values and life skills education that have been synthesized and compared to extract the best practices applicable in the Iraqi context. The core materials under development will form the basis for any of the toolkits, training sessions or awareness raising activities and campaigns that UNESCO has planned in 2011.

Main implementation constraints, challenges and lessons learned

The appointment of focal points from line ministries of the Iraqi Government was seriously hindered by the elections process, which delayed the development of the institutional framework that provides national institutional support to the programme.

In addition, 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 in December to ensure full coordination in the future. Close coordination and regular updates to Ministry officials will be essential to avoid such situations in the future.

Coordination meetings with civil society, UNESCO has held meetings with Iraqi and International civil society organizations working in the field of human rights education in Iraq. This has resulted in an increased involvement of civil society in the project, which has been followed by UNESCO’s proposal during the second task force meeting to create a forum for civil society organizations to provide input to the policy paper, Action Plan development and materials review. Meetings have also raised the opportunity to coordinate on the future training of teachers related to civic education based on previous NGO’s work on human rights education.

V. Future Work Plan

In the near future UNESCO will complete the Core Materials Development. UNESCO will share the framework and outline of their core materials modules and present them to the Steering Committee. The framework currently developed includes 5 modules within the core materials: Peace building; Diversity, Inclusion and Equality; Active Citizenship; Human Rights and Beyond; Working with Young People. The module on 'Working with Young People' is proposed to address the well-known situation of teachers who are not well-prepared in terms of pedagogy and children development. This module is to contain information on child psychology, social development of adolescents, etc. Life skills, grouped in 4 categories will be cross-cut through the modules, which are organized under a civic values framework. The 4 categories of life skills are: learning to know; learning to do; learning to be; learning to live together. These 4 categories are accepted by UNICEF, UNESCO and WHO within the scope of their work in this area.

UNESCO's Iraqi partner will be conducting informal focus groups in Iraqi schools to test the current terminology of the modules, including such concepts/terms as 'peace building' and 'democracy' to assess student's interpretation and reaction to these concepts/terms. The results will be used to develop the modules, while waiting for the results of ESCWA's field assessments (focus groups) to be compiled. An analysis lens for the Iraqi contextualization of the modules is being developed, and will include human rights, conflict and gender analysis.

Other Future Activities planned for 2011:

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 2.1 School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes

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 through:

- Analysis of existing CV/LS materials and outline for core materials to reflect Iraqi context
- Finalization of CSOs recommended for Technical Group for Action Plan input
- Drafting and finalization of core materials
- Review of core materials by GOI Technical Committee
- Incorporate results of ESCWA led assessments
- Piloting and & finalization of materials
- Alignment with Action Plan developed by ESCWA and printing of materials

Conduct 6 training of trainers workshops that target 25 education experts at central and selected governorates' levels on the developed training materials:

- TOT Preparation: (ToRs, hire institutions, identify MTs, work plan and timeline, logistics)
- Implementation of 6 ToTs (25 x 6 MTs)

Conduct 7 follow-up sessions on TOT to assess skills of trainers and obtain feedback from the trainees

- Development of follow-up assessment materials (feedback forms and skill assessment criteria and forms)
- 1 TOT follow-up: feedback (2 weeks after ToT conclusion)
- TOT follow-up session (skill assessment) (min of 1 month after ToT conclusion)

- Report on follow-up results and recommendations

Perform 37 training sessions targeting 530 experts at central and governorates levels by the trainers trained by UNESCO (Schools and CLCs)

- Training preparations (ToRs, logistics, choosing schools, etc)
- Implementation Phase I: Training after skills assessment and identification of quality trainers
- Follow up sessions with educators trained (feedback, skill assessment) 1 month after training conclusion
- 2 Follow up sessions with Educators trained (feedback, skill assessment) 1 month after training conclusion

Conduct 4 training workshops for 60 civil society activists on promoting civic values/life skills through education

- Training Preparation
- Implementation: Phase 1 Training
- Follow up session with CSOs trained (feedback, skill assessment) 1 month after training conclusion

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 by:

- Compilation of materials already available
- Development of new materials (toolkits)
- Incorporation of results of ESCWA led assessment
- Alignment with Action Plan and printing

JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers
3.1 Groups of young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate and secondary school levels as well as in community learning centres

Develop manual and toolkits on promoting civic education/life skills for training student peer educators (formal schools and CLCs) on promoting civic values and life skills:

- Compilation and analysis of materials existing
- Start manual and toolkit development
- Review by GOI Technical Committee
- Incorporate results of ESCWA-led assessments
- Piloting and finalization of manual and toolkit
- Alignment with Action Plan and printing

Conduct training sessions targeting 40 student Peer Trainers (Master trainers) on promoting national civic values/life skills through:

- Peer-to-Peer MT course preparations
- Implementation of MT course
- 2 Follow-up sessions (feedback and skill assessment) 1 month after training conclusion

40 sessions by “Master Trainers” to benefit 700 peers in selected schools in the targeted areas on promoting civic values/life skills

- Preparations for first trainings by Peer MTs
- Implementation: Phase 1 of Trainings
- Preparations for second trainings by Peer MTs (including incorporation of lessons learned from Phase 1)

- Implementation: Phase 2 of Trainings

Conduct a workshop involving MTs and other stakeholders to develop educational materials /tools, (posters, brochures and TV clips) on civic values/life skills to assist peer educators and promote cv/lis within the formal education system and society at large.

- Workshop preparation
- Materials development for Workshop
- Workshop
- Dissemination of materials

UNESCO Office – Iraq will focus on the capacity building process of the Iraqi institutional, civil society partners and Iraqi youth themselves, who are expected to play a major role in the implementation of the project. UNESCO will therefore organize a series of training sessions in Iraq aimed at raising the capabilities of the Iraqi stakeholders.

UNESCO 2011 Budget:

PROGRAMME BUDGET	ESTIMATED UTILIZATION OF RESOURCES (US\$)
CATEGORY	Year: 2011
1. Supplies, commodities, equipment and transport	\$76,420
2. Personnel (staff, consultants and travel)	\$93,862
3. Training of counterparts	\$463,063
4. Contracts	\$ 198,984
5. Other direct costs	\$16,670
Total Programme Costs	\$1,099,657
Indirect Support Costs	\$62,413
TOTAL	\$911,412

LIST OF ABBREVIATIONS

CLC -	Community Learning Centre
CSO	Civil Society Organisations
GoI -	Government of Iraq
CV -	Civic Values
KRG -	The Kurdistan Regional Government
LS	Life Skills
MoE -	Ministry of Education
MT -	Master Trainer
MoHR-	Ministry of Human Rights
MoLSA-	Ministry of Labour and Social Affairs
NES -	National Education Strategy
TOT -	Training of Trainers
UNESCO-	United Nations Education, Scientific and Cultural Organization
UNESCWA-	United Nations Economic and Social Commission for Western Asia
UNFPA	United Nations Family Planning Association
WHO-	World Health Organization

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)
Outcome 1 Strengthened institutional and human capacity of the Education Sector to deliver quality education							
<p>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</p> <p>2.1 School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes</p>	1.2.1 Guidelines for teachers and education providers on civic values/life skills developed	0	1	30% Achieved	Implementation of various outputs has been slow due to the delay in government formation following the 2010 elections, which delayed the implementation of the assessment and action plan development that should have guided all programme activities	Progress reports	<ul style="list-style-type: none"> – Materials on civic values and life skills from participating UN organizations and relevant institutions have been compiled; – Contacts established with Government of Iraq, Civil Society and Education institutions focusing on Human Rights Education; – 1st Steering Committee meeting held including all line ministers (Education, Higher Education, Youth, Labour and Human Rights from both Baghdad and Erbil); – 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
	1.2.2 Number of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes	0	40	0% Achieved		Progress and training report	
	1.2.3 Percentage of trainers and trainees successfully completing post-tests	0	80 %	0% Achieved		Progress and training report	
	1.2.4 Number of male/ female school managers, teachers, and education providers trained on delivering civic values and life skills programmes	0	824	0% Achieved		Progress and training report	
	1.2.5 Number of male/ female civil society activists trained on promoting civic values/life skills	0	90	0% Achieved		Progress and training report	

							<p>Society and Education institutions focusing on Human Rights Education in Iraq.</p> <p>– Two institutions, the Iraqi Organization “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.</p>
<p>JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers</p> <p>3.1 Groups of young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate and secondary school levels as well as in community learning centres</p>	3.1.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	70	0% Achieved	<p>Implementation of various outputs has been slow due to the delay in government formation following the 2010 elections, which delayed the implementation of the assessment and action plan development that should have guided all programme activities</p>	Progress reports	<p>The core materials development actions listed above will be necessary to conduct the peer to peer activities involving young people planned for 2011</p>
	3.1.2 Percentage of male/ female students successfully completing post-training assessment	0	80	0% Achieved		Pre and post assessment	