



IRAQ TRUST FUND

ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2010

Programme Title & Number

- Programme Title: Improving Quality of Technical and Vocational Education and Training in Kurdistan Region
- Programme Number: B1-36
- MDTF Office Atlas Number:

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

Iraq: Erbil, Sulaymaniah and Dohuk
Education Sector

Participating Organization(s)

UNESCO

Implementing Partners

- Ministry of Higher Education and Scientific Research (MOHESR)/ The Foundation of Technical Education (FTE)
- Ministry of Labor and Social Affairs (MOLSA)/ The Vocational Training Center (VTC)

Programme/Project Cost (US\$)

MDTF Fund Contribution:

- UNESCO US\$ 1,000,000

TOTAL: US\$ 1,000,000

Programme Duration (months)

Overall Duration 18 months

Start Date³: 26 May 2010

End Date: 26 Nov 2011

Operational Closure Date⁴

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.

³ 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>).

⁴ 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

I. Purpose

The main objective of the project is to support Technical and Vocational Education and Training Sector (TVET) in Kurdistan Region through developing and strengthening the institutional and human capacities of the Foundation of Technical Education (FTE) at the Ministry of Higher Education and Scientific Research (MOHESR) and the Vocational Training Centers (VTC) at the Ministry of Labor and Social Affairs (MOLSA) to operate a demand driven training system and build a strong base for sustainable development by addressing aspects of the current and future TVET system needs to deliver quality education. The project also aims at increasing community awareness about the importance of TVET sector in reducing poverty, enhancing living conditions by creating job opportunities.

Sector Team Outcome(s):

- Outcome 1: Strengthened institutional and human capacity of the education sector to deliver quality education.

Expected Outputs:

- 1- GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system
- 2- KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation
- 3- MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps
- 4- MOLSA KRG able to develop vocational programmes responsive to labor market requirements
- 5- Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth
- 6- Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development.

Strategic (UN) Planning Framework guiding the operations of the Fund/JP

The project was designed to contribute to achieving the objectives of the UN Assistance Strategy in close collaboration through national partners and counterparts and its objectives are reflected in the outcome of the Education SOT mentioned above. The UN Assistance Strategy was formulated to ensure well defined linkages to NDS and ICI priorities, as well as MDG goals and relevant international human rights standards and principles.

NDS Targets (2007-2010):

Indirectly:

- Target 1: Reduce number of people living under poverty line by two thirds.
- Target 2: Reduce number of people suffering from hunger by two thirds.

Directly:

- Target 3: Increase labor force to 70 percent of people economically active.
- Target 5: Waiving off gender discrimination in all educational levels.

ICI Benchmark:

- Invest in people and their abilities to ensure optimal contribution to the economy (4.4.1.3 of the 2008 JMM)

MDGs:

The project contributed to achievement of MDGs 1 and 3, which aims to sustaining and developing education by enhancing the quality of education, increasing access to education and providing youth and adults with employment chances that will assist in poverty reduction (Employability skills). In addition, the project is guided by the Convention on the Elimination of all types of Discrimination against Women (CEDAW) throughout its cycles.

Cross-cutting Issues:**Human Rights:**

All designed training materials will realize human rights pertaining to Articles 25 and 26 of the UN Declaration of Human Rights. It will promote human rights values to all trained staff at all levels which will be reflected in their future work in planning, strategies formulating, teaching and management. On the student's level, the designed teaching curricula will promote human rights among students.

Gender Equality:

The project will ensure equal participation and involvement of men and women as beneficiaries. Their active participation will be assured through involvement in all capacity building activities and technical and vocational training to empower women by creating job opportunities. UNESCO will develop two sets of training curricula addressing both males and females. This will be determined according to labour market priorities. UNESCO will also sensitize its staff, consultants and stakeholders to gender issues.

Environmental Issues:

Since this project consists primarily of capacity building activities, it will not have a direct impact on environment; however, all capacity building materials, training curricula and developed teaching techniques will promote environmental awareness and environmental protection concepts that will be reflected in the future work of all participants at all levels.

Employment generation:

This project will not result directly in employment generation, but will offer opportunities for graduates of the colleges and the vocational training centers to acquire specific training skills that contribute to individuals' ability to be employed /self employed and generate income.

II. Resources*Financial Resources:***Other funding resources available to the project:**

- N/A

Budget revisions:

- N/A

Information on good practices and constraints in the mechanics of the financial process, times to get transfers, identification of potential bottlenecks, need for better coordination, etc:

- N/A (to date)

Human Resources:

National Staff:

- 1 Project Assistant
- 1 National Project Officer
- 1 Administrative Assistant

International Staff:

- 1 Project Manager
- 1 International TVET Consultant

III. Implementation and Monitoring Arrangements

UNESCO is implementing the project in close coordination with MOHESR and MOLSA to guarantee ownership, sustainability and government commitment to the project. The management in cooperation with KRG involved line ministries established a steering committee (SC) that included UNESCO members and representatives of MOHESR/FTE and MOLSA/VTC experts as well as members of supporting entities such as Chamber of Commerce, Chamber of Industry, Trade Unions...etc. UNESCO will also involve KRG TVET experts in the development of curricula and training materials, and will depend on them after building their educational capacities to train other trainers and teachers.

The role of the SC will incorporate:

- 1- Discussion and endorsement of guidelines for the developing of the training material.
- 2- Discussion and endorsement of developed training material
- 3- Discussion and endorsement of trainees nominations
- 4- Make sure of the commitment of involved line ministries to their role in the project implementation process.
- 5- Discussion and endorsement of a follow up mechanism to be implemented by participating line ministries after the completion of the project.

Procurement procedures utilized:

All procurement activities included in this project are implemented according to UNESCO's standard rules and procedures of international competitive bidding. Within this framework, procurement for goods up to a ceiling of \$100,000 may be undertaken directly by the Amman based team. For procurement of goods above \$100,000, a committee in Headquarters reviews and authorizes the contract in question.

Monitoring system(s):

The project management is committed to follow UNESCO's regulations the financial and legal monitoring systems that are compliant with the obligations of the UNDG Iraq Trust Fund. Auditing, accountability and performance evaluation systems are established to ensure financial accountability to government and institutional and community stakeholders in Iraq that are concerned with the program.

The Project Manager and the staff based in Kurdistan will continuously monitor and follow-up the implementation of activities through meetings, follow up visits and exchange of emails with relevant staff of concerned ministries. The established Steering Committee (SC) led by UNESCO will meet periodically to enable constant monitoring of the progress. The SC uses regular, daily and close monitoring through the focal points in each of the two stakeholders to ensure efficiency. A project progress and monitoring plan is

prepared and updated on bi weekly and based on new available information to ensure that all activities are on track.

Constant Monitoring and Evaluation will be conducted in all implementation phases of the project based on the planned work plan. Constant monitoring and evaluation will allow fast reaction to any issues which might affect the implementation of the project.

Assessments, evaluations or studies undertaken:

No formal evaluation has been yet undertaken for the project.

IV. Results

Summary of Programme progress in relation to planned outcomes and outputs:

Outcome 1: Strengthened institutional and human capacity of the education sector to deliver quality education.

Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system

Activity 1.1: Steering Committee Coordination Meetings

A Steering Committee was formulated; together with all relevant stakeholders (MoHESR, FTE, MoLSA, VTC, Chamber of Commerce and Chamber of Industry).

The Role of the Steering Committee was approved as the following:

- 1- Discussion and endorsement of guidelines for the developing of the training material.
- 2- Discussion and endorsement of developed training material
- 3- Discussion and endorsement of trainee nominations
- 4- Make sure of the commitment of involved line ministries to their role in the project implementation process.
- 5- Discussion and endorsement of follow up mechanism to be implemented by participating line ministries after the completion of the project.

Five meetings of the Steering Committee were held, during the period of July- September 2010; the Steering Committee identified the most dynamic sectors in KRG that require development of its curricula.

Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps

Activity 3.1: Developing training packages on the development of modern framework for renewed programmes based on Learning Outcomes and Learning Steps.

The SC identified the programmes that are responsive to the Labor Market for FTE/ Colleges as per the following:

- (a) Tourism/ tourism guidance/ hotel management
- (b) Supplementary construction/ electricity/ electrical installation and material
- (c) Agriculture/ Greenhouses

A Request for Proposals is ready to be announced by the procurement department of UNESCO Office for designing, developing and training on technical skills for employability for MOHESR/ FTE

Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements

Activity 4.1: Developing two training packages on the development of curricula and textbooks for vocational programmes

The SC identified the programmes that are responsive to the Labor Market for VTC as per the following:

- (a) Tourism and Hospitality
- (b) Construction/ Plumbing, Aluminium and PVC fittings

A Request for Proposals is ready to be announced by the procurement department of UNESCO Office for designing, developing and training on technical skills for employability for MoLSA/ VTC

Key outputs achieved in the reporting period:

| Outputs | Activities | % of Completion | Beneficiaries |
|---|---|-------------------|---------------|
| <p>Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system</p> | <p>Refer to activity 1.1:</p> <ul style="list-style-type: none"> - Formulation of the steering committee for the project from all relevant stakeholders (MoHESR, FTE, MoLSA, VTC, Chamber of Commerce and Industry). - Five meetings were held for the Steering Committee, during the period July- September 2010, 2 of the meetings were attended by UNESCO Project Manager that was held in Erbil. - The Steering Committee identified the most dynamic sectors in KRG that require development of its curricula. | <p>50%</p> | |
| <p>Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p> | | <p>0%</p> | |

| | | | |
|---|--|------------------|--|
| <p>Output 3: MOHESR and MOLSA better able to develop/renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps</p> | <ul style="list-style-type: none"> - The SC identified the programmes that are responsive to LM for FTE/Colleges as per the following: (a) Tourism / tourism guidance / hotel management (b) Supplementary construction / electricity / electrical installation and material (c) Agriculture / Greenhouses - RFP is ready to be announced by the procurement for designing, developing and training on the curricula mentioned above for FTE | <p>5%</p> | |
| <p>Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p> | <ul style="list-style-type: none"> - The SC identified the programmes that are responsive to LM for VTC as per the following: (a) Tourism and Hospitality, (b) Construction/ Plumbing, Aluminium and PVC fittings, (c) Agricultural Machinery and maintenance of pumps. - RFP is ready to be announced by the procurement for designing, developing and training on the curricula mentioned above for MoLSA/ VTC | <p>5%</p> | |
| <p>Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p> | | <p>0%</p> | |
| <p>Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development</p> | | <p>0%</p> | |

Delays in programme implementation, the nature of the constraints, actions taken to mitigate future delays and lessons learned in the process:

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

List the key partnerships and collaborations, and explain how such relationships impact on the achievement of results:

- Steering Committee formulation from relevant stakeholders and partnership with them as management of the project, The Steering Committee identified the most dynamic sectors in KRG that require development. This helps identifying the priority of the TVET Sector needs as well as identified the programmes that are responsive to Labour Market; this is the first step towards development of quality of TVET sector.

Other highlights and cross-cutting issues pertinent to the results being reported on:

- Human Rights:
- Gender Equality:
- Environmental Issues:
- Employment; the project will enhance and improve the skills of the labour force through developing improved programmes and training of teachers and services that will increase employability and productivity potential of the graduates and create supportive environment for entrepreneurship and the growing private sector.

Assessment of the programme/project based on performance indicators as per approved project document using the template in Section VIII, if applicable.

| Outputs | Partner | Indicators | Source of Data |
|---|----------------------------------|--|--|
| Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system | MOHESR/FTE and MOLSA/ VTC at KRG | 1.1 Training package (guide) on educational planning, policy formulation and management, methods for flexible TVET system developed | Training package, Progress Report |
| | | 1.2 Number of senior staff trained on educational planning, policy formulation and management, methods for flexible TVET system. | Progress Report and Workshop Evaluation Report |
| | | 1.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | Post Training Assessment |
| Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation | MOHESR/FTE and MOLSA/ VTC at KRG | 2.1 TOT training package (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching developed | Training package/ Progress Report |
| | | 2.2 Number of trainees trained as TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching | Progress Report and Workshop Evaluation Report |
| | | 2.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | Post Training Assessment |
| Output 3: MOHESR and MOLSA better able to develop/renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and | MOHESR/FTE and MOLSA/ VTC at KRG | 3.1 Training package on the development of a modern framework for renewed programmes based on Learning Outcomes and Learning Steps produced | Training package/ progress report |
| | | 3.2 Number of educational experts trained on developing programmes based on Learning Outcomes and Learning Steps | Progress Report and Workshop Evaluation Report |
| | | 3.3 Percentage of trained staff | Post Training |

| | | | |
|---|----------------------------------|---|---|
| Attitude and Learning Steps. | | fully satisfied with relevance and usefulness of training | Assessment |
| Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements | MOLSA at KRG | 4.1 Number of training packages on the development of curricula and textbooks designed for vocational programmes developed | Training packages/ Progress Report |
| | | 4.2 Number of VTC educational experts trained on curricula and textbooks development methods | Progress Report and Workshop Evaluation Report |
| | | 4.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | Post Training Assessment |
| Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth | MOHESR/FTE and MOLSA/ VTC at KRG | 5.1 TOT training package on “Employability Skills” developed | Training package/ Progress Report |
| | | 5.2 Number of teachers trained as TOT on teaching “Employability Skills” | Progress Report and Workshop Evaluation Report |
| | | 5.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | Post Training Assessment |
| Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country’s development | MOHESR and MOLSA in Kurdistan | 6.1 Numbers and Types of advocacy materials developed | Progress Report |
| | | 6.2 Number of integrated media campaigns | Progress Report |
| | | 6.3 Number of Civil Society Organizations (CSOs) focusing on youth-related issues involved in advocacy and awareness campaigns | Progress Report |
| | | 6.4 Percentage of participating CSO’s satisfied with quality and usefulness of advocacy campaigns. | Post Event Assessment |

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:

The following are the major activities that will take place during 2011:

- 1.1** Developing training packages (guide) on educational planning, policy formulation and management, methods for flexible TVET system.
- 1.2** Training 11 senior staff on educational planning, policy formulation and management, methods for flexible TVET system.

- 2.1** Developing TOT training packages (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching
- 2.2** Training 11 TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching.

- 3.1** Developing training packages on the development of modern framework for renewed programmes based on Learning Outcomes and Learning Steps.
- 3.2** Training 11 educational experts on developing programmes based on Learning Outcomes and Learning Steps.

- 4.1** Developing two training packages on the development of curricula and textbooks for vocational programmes
- 4.2** Training 11 VTC educational experts on curricula and textbooks development methods

- 5.1** Developing TOT training packages on “Employability Skills”
- 5.2** Training 11 TOT on teaching “Employability Skills”.

- 6.1** Designing and implementing an awareness raising media campaign

Indicate any major adjustments in strategies, targets or key outcomes and outputs planned:

- N/A (to date)

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. | | | | | | | |
| Output 1.1 GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system | Indicator 1.1.1 Training package (guide) on educational planning, policy formulation and management, methods for flexible TVET system developed | No | Training Guide Produced | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of employed TVET graduates | |
| | Indicator 1.1.2 Number of senior staff trained on educational planning, policy formulation and management, methods for flexible TVET system. | 0 | 11 | | | Training workshops and reports | |
| | Indicator 1.1.3 Percentage of trained staff fully satisfied with relevance and usefulness of | N/A | 80% | | | | |

| | | | | | | | |
|-------------------|--|-----|-----|--|--|--|---|
| | training | | | | | | |
| Output 1.2 | Indicator 1.2.1 TOT training package (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching developed | No | Yes | | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of employed TVET graduates |
| | Indicator 1.2.2 Number of trainees trained as TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching | 0 | 11 | | | | Training workshops and reports |
| | Indicator 1.2.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | N/A | 80% | | | | |
| Output 1.3 | Indicator 1.3.1 Training package on the development of a modern framework for renewed programmes based on Learning | No | Yes | | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of |

| | | | | | | | |
|-------------------|--|-----|-----|--|--|---|--|
| | Outcomes and Learning Steps produced | | | | | employed TVET graduates | |
| | Indicator 1.3.2 Number of educational experts trained on developing programmes based on Learning Outcomes and Learning Steps | 0 | 11 | | | Training workshops and reports | |
| | Indicator 1.3.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | N/A | 80% | | | | |
| Output 1.4 | Indicator 1.4.1 Number of training packages on the development of curricula and textbooks designed for vocational programmes developed | 0 | 2 | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of employed TVET graduates | |
| | Indicator 1.4.2 Number of VTC educational experts trained on curricula and textbooks development methods | 0 | 11 | | | Training workshops and reports | |

| | | | | | | | |
|-------------------|---|---|---|--|--|---|--|
| | Indicator 1.4.3 Percentage of trained staff fully satisfied with relevance and usefulness of training | N/A | 80% | | | | |
| Output 1.5 | Indicator 1.5.1 TOT training package on “Employability Skills” developed | No | Yes | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of employed TVET graduates | |
| | Indicator 1.5.2 Number of teachers trained as TOT on teaching “Employability Skills” | 0 | 11 | | | Training workshops and reports | |
| | Indicator 1.5.3 Percentage of trained staff fully satisfied with relevance and usefulness | N/A | 80% | | | | |
| Output 1.6 | Indicator 1.6.1 Numbers and Types of advocacy materials developed | TV Clips:0 Posters:0 Flyers: 0 Press Coverage: 0 | TV Clips: 3 Posters:20 00 Flyers: 8000 Press Coverage: 8 | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of | |

| | | | | | | |
|--|-----|-----|--|--|---|--|
| | | | | | employed TVET graduates | |
| Indicator 1.6.2 Number of integrated media campaigns | 0 | 1 | | | <ul style="list-style-type: none"> - Increased enrollment rate of TVET students - Increased number of TVET graduates. - Increased no. of employed TVET graduates | |
| Indicator 1.6.3 Number of Civil Society Organizations (CSOs) focusing on youth-related issues involved in advocacy and awareness campaigns | 0 | 8 | | | Workshops and activities by COS's | |
| Indicator 1.6.4 Percentage of participating CSO's satisfied with quality and usefulness of advocacy campaigns. | N/A | 80% | | | | |