

B1-33

ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2010

Submitted by:

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Country and Thematic Area²

Old Cluster: Cluster B – Education and Culture
New Sector: Education Sector Outcome Team

Programme No: B1-33

MDTF Office Atlas No:
ATLAS Project Number: 66866
ATLAS Award Number: 54866

Programme Title:

Supporting the efforts of the Government of Iraq (GoI) in developing the capacity of the Iraqi Education Sector through Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting the Education for All (EFA) goals

Participating Organization(s):

UNICEF (Lead Agency)

UNESCO

UN-HABITAT

UNIFEM

WHO

Implementing Partners:

- *National counterpart:* (government, private, NGOs & others): MoE (Lead Ministry), MoH (Central Level and Kurdistan), SMOWA (Baghdad and Kurdistan), MoHR, DoEs and DoHs of Suleimaniyah, Salaheldin and Thiqr
- *International Organizations, including NGOs:* WB, UNESCO IIEP

Programme Budget (from the Fund):

UNDG: US\$ 12,461,061

UNICEF: US\$ 4,981,991

UN-HABITAT: US\$ 3,860,259

UNESCO: US\$ 1,712,905

WHO: US\$ 810,183

UNIFEM US\$ 1,095,723

Programme Duration (in months): 36 months

Start date³: 15 October 2008

End date: 15 October 2010

Budget Revisions/Extensions:

1st Extension: 15 October 2011

¹ The term “programme” is used for programmes, joint programmes and projects.

² E.g. Priority Area for the Peacebuilding Fund; Thematic Window for the Millennium Development Goals Fund (MDG-F); etc.

³ The start date is the date of the first transfer of funds from the MDTF Office as Administrative Agent.

NARRATIVE REPORT FORMAT

I. Purpose

The main objective of the project is to support the Education Sector in Iraq through developing the institutional capacity of the Ministry of Education (MoE) and Directorates of Educations (DoEs) in policy formulation, strategic planning, service delivery, project design and management, school health & hygiene with focus upon gender and human rights approaches. The project also aims at increasing participation and completion rates in basic education including both formal and non-formal education via the provision of conducive learning environments for 25 primary and intermediate schools replacing old mud school building by modern school structures in most deprived rural areas in Suleimaniyah, Salaheldin and Thiqr, with the effective involvement of school communities to ensure local ownership.

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
- Outcome 3: Enhanced policy formulation of the education system

Integrated Programme Outcome(s):

1. Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened;
2. Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thiqr created by building 25 new schools replacing very old mud schools, and initiating school maintenance programme;
3. School health services for students in vulnerable areas including mental health services, life skills and psychosocial support interventions for teachers and students improved and strengthened;
4. An integrated gender mainstreaming and human rights strategy introduced at policy and community levels to create awareness on the importance of scaling up girls' and women education;
5. Technical assistance to MoE for developing a comprehensive national policy on non-formal education (NFE) and enhance service delivery of NFE (including Accelerated Learning Programme (ALP)) provided;

UN Assistance Strategy for Iraq

The project was designed as part of the joint UN efforts to achieve the objectives of the UN Assistance Strategy (2008-2010). It will be implemented by UN agencies through national partners and counterparts and its objectives are reflected in the expected outcomes of the Education SOT mentioned above. The UN assistance strategy was formulated to ensure well-defined linkages to ICI and NDS priorities, as well as MDGs and relevant international human rights standards and principles.

MDGs

The project contributed to the achievement of MDGs 2 and 3, which aim, by 2015, to have all children in primary schools, and provide girls with the same educational opportunities as boys.

NDS Targets by 2010:

- Target 4: Completing all curriculums in primary and secondary education levels for all girls and boys
- Target 5: Waiving off gender discrimination in all educational levels

ICI Target by 2010

- Towards achieving basic universal education; effective and efficient coordination between governance units progressively enables planning and service management provided through ensuring; capacities built at all levels in the planning organization and management of the education system embracing broad and active participation, partnership and dialogue in decision making (4.4.1.3 -1 of the 2008 JMM).
- Reduce illiteracy by 50% (Baseline UBN 31.8% of population have no access to education)
- Ensure coverage for priority health programme in remote areas, targeting vulnerable groups and in implementing outreach activities and community mobilization (4.4.1.4 of the 2008 JMM).

II. Human Resources

a. National Staff & Consultants

Operation:

- UNICEF: 1 staff, 5 field workers and 2 engineers
- UN-HABITAT: 1
- UNESCO: 0
- WHO: 0
- UNIFEM: 0
- HRO: 0

Programme:

- UNICEF: 3 education officers, 3 programme assistants
- UN-HABITAT: 3 staff and 6 field engineers
- UNESCO: 1 project assistant , 1 national consultant
- WHO: 1 project assistant
- UNIFEM: 2
- HRO: 0

b. International Staff:

Operation:

- UNICEF: 0
- UN-HABITAT: 1
- UNESCO: 0
- WHO: 0
- UNIFEM: 0
- HRO: 0

Programme:

- UNICEF: 2
- UN-HABITAT: 1
- UNESCO: 1 Project Manager, 1 consultant for Education Management Information System (EMIS)
- WHO: 0
- UNIFEM: 1
- HRO: 0

III. Methods of Operating

The project will be led by UNICEF and jointly implemented by UNICEF, UNESCO, UN-HABITAT, WHO, UNIFEM and UNAMI/HRO with close coordination with MoEs in Baghdad and Kurdistan Region (KR) as lead ministries. The project will be further coordinated with the Ministry of Health (MoH), Ministry of Human Rights (MoHR) and the State Ministry of Women's Affairs (SMoWA) in Baghdad and KR, and relevant directorates in the selected Governorates (Suleimaniyah, Salaheldin and Thiqr) along the different stages of the project to address various elements of Education in Iraq. Also, the programme components will be designed and implemented in close coordination with and involvement of community stakeholders to ensure long term ownership and sustainability.

a. The procurement procedures utilized

Procurement of supplies under the project will follow each agency's standard procurement procedures.

b. The monitoring system

A major component of the programme includes an integrated joint monitoring and evaluation system that will allow fast reaction to any sudden changes which might affect the implementation of the programme. UNICEF as the lead agency is responsible for the coordination of the programme, while UNESCO is accountable for attainment of the specific outputs in the designed monitoring system. The implementation of the project is ensured with the establishment of steering committees at the central and local levels. The National Steering Committee, which is responsible for the preparation of comprehensive implementation plans including monitoring the progress of implementation and reporting, has been appointed and is chaired by MoE with membership of the UN agencies and concerned DoEs. The National Steering Committee is also responsible of the appointment of Local Steering Committees in the three governorates of Suleimaniyah, Salaheldin and Thiqr.

In order to monitor and evaluate the progress of the project implementation, a baseline assessment on the selected school communities will be carried out, with focus on primary school attendance and causes of varying levels of attendance, especially for girls, including literacy levels in the selected governorates. In addition, 2007/2008 school survey results will be considered as a reference for evaluation.

Mid-term and final evaluations of the programme will take place to determine the effectiveness of the programme and level of progress against the set quantitative and qualitative targets. The methodology of the evaluation will be based on the analysis of actual outputs against the designed targets through conducting mid-term and final assessments.

In addition, M&E systems for monitoring of performance towards the MDGs/EFA will be strengthened. UNICEF, UN-HABITAT, UNIFEM, UNAMI/HRO and WHO will work together to contribute to the UN's joint performance and MDG indicator database – DEVINFO and IRAQINFO– in collaboration with the MoE and the DoEs. This database will include all education indicators that are in the Iraq Living Conditions Survey (ILCS), the Multiple Indicator Cluster Survey (MICS3), and the school survey. Mapping of targeted schools will also take place through this system. The capacity of the MoE and DoEs will be built in order to effectively monitor and track the progress of indicators towards MDG 3.

Ongoing monitoring in the field will be conducted by engineers and facilitators of the UN agencies' focal points from DoEs/Directorates of Health (DoHs) at governorate level. To assure quality monitoring, they will be oriented on the programme and trained in monitoring techniques to be able to track performance towards the goals of this programme, in addition to expected field missions by UN international staff and consultants, as well as steering committee members to project sites, when and where security conditions permit. Field visit reports will be prepared including photos reflecting the quality and timely completion of different activities.

Auditing, accountability and performance evaluation systems will be established by partner agencies as part of the implementation of the programme. These systems will ensure that all programme activities are properly carried out and financially tracked by both the UN partner agencies as well as all government and institutional and community stakeholders in Iraq that receive programme funds. Third party organizations such as international and local auditing firms will be engaged to implement these systems.

d. Assessments, evaluations or studies undertaken relating to the project and how they were used in support of the project(s).

The final programme evaluation is being prepared by the lead agency, UNICEF, with a consultation with UN-HABITAT and WHO, and the TOR for the evaluation work has been developed and approved by UNICEF Regional Office as well as RC office.

IV. Results

<p>Output 1.1 Education system supported through developing the institutional and human capacities equally at all levels (MoE/DoEs) in planning, policy formulation, project design and management, information management and data analysis.</p>	<p>Following the establishment of the partnership with IIEP and World Bank for development of the national education strategy, detailed capacity development action was finalized for 2009-2010 training activities within the framework of the development of a National Education Strategy for Iraq;</p> <p>Two training workshops took place between from 6-18 February 2010 in Amman on "Simulation Models" with a participation of 21 governmental officials (M16; F5) from MoE/Baghdad & KRG, MoHESR/ Baghdad & KRG, MoPDC/COSIT Baghdad and "Analysis of Current Situation and Challenges", 40 participants (M36; F4) from Prime Ministry Office (PMO), MoE/Baghdad & KRG, MOHESR Baghdad & KRG, MOPDC/COSIT Baghdad, MoF. At the end of the workshop, the team of Iraqi experts elaborated a draft sector plan to be shared with stakeholders prior to its review in April 2010.</p> <p>UNESCO organized a technical workshop in Erbil, which was attended by 16 officials of MoE & MoHE Baghdad and Erbil (April, 15-20, 2010).</p> <p>First six chapters of ED National Strategy including ED sector diagnosis and analysis completed and reviewed in September 2010.</p> <p>UNESCO organized a technical workshop for the completion of the draft situational analysis. Feedback has been provided by the international partners on some issues in order to further strengthen the situation analysis as a foundation document upon which the strategy would be built. The workshop took place in Beirut 15-21 November 2011, with a participation of 25 governmental officials from (MoE & MoHE) in Baghdad and KRG in addition to MoPDC/COSIT Baghdad.</p>	<p>60%</p>
<p>Output 1.2 EMIS further enhanced to address the needs in data collection, processing and analysis at all levels</p>	<p>UNESCO completed new modules for EMIS. Full reports for school years 2004-05 / 05-06 / 07-08 / 08-09 completed. Printing of reports was completed in December 2010</p>	<p>90%</p>
<p>Output 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools</p>	<p>For the construction of 13 schools by UNICEF:</p> <p>Suleimaniya: two schools were completed, while the rest of three schools are at the various stages (37%, 35%, and 28%).</p> <p>Salaheldin: construction of four schools is ongoing at various stages (70%, 47%, 47% and 35%).</p> <p>Thiqr: construction of four schools is ongoing at various stages (65%, 43%, 41% and 4%).</p> <p>Out of the 12 schools to be constructed by UN-HABITAT:</p> <p>Suleimaniyah: Construction work of two schools in Suleimaniyah was completed, while the progress of the works for the third school has reached 18%. The contract for construction of the fourth school was awarded and the work has just started.</p> <p>Salaheldin: Construction works of one school in Salaheldin has reached 99%, while the work in the second school has reached 60% and the work in the third school has reached 5%. The contract for the fourth school is under evaluation at HQ.</p> <p>Thiqr: The construction works of two schools in Thiqr has reached 20%, while for the third school has reached 10% and the work in the fourth school has reached 8%.</p> <p>Provision of learning materials for 4,950 students in the 25 target schools has started. Procurement of furniture for the 25 schools was completed.</p> <p>The procurement process for the school furniture for 12 schools constructed by UN-HABITAT has started</p>	<p>50%</p>

<p>Output 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives</p>	<p>Monthly meetings are held with the Steering Committee in Suleimaniyah led by UN-HABITAT Area Coordinator, in participation of the different government and community representatives and UN partners, minutes of meetings are shared with all partners and stakeholders.</p>	<p>20%</p>
<p>Output 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes</p>	<p>UN-HABITAT and UNICEF completed the draft manual on school maintenance based on the joint discussions and meeting with MOE. The manual contains a handout on training of school community stakeholders and children, which will be used to implement the pilot project in 2011.</p> <p>25 schools for the first phase of the School Maintenance Strategy have been selected by DoEs of Suleimaniyah, Salaheldin and Thiqr.</p>	<p>20%</p>
<p>Output 3.1 Quality of school health improved through raising awareness among 7,500 pupils on good sanitation and hygiene practices, and providing children with psychosocial assistance and screening for visual and hearing difficulties and musculoskeletal abnormalities</p>	<p>Eight training courses for 84 teachers in Suleimaniyah and Salaheldin on health promotion and hygiene and four training courses on psychosocial support for 74 doctors and 60 teachers in Thiqr and Salaheldin.</p> <p>3,100 copies of the teacher's guide (Arabic version) were printed. The guide contains important health issues and key messages about prevention of diseases at the school and community level. The teachers will be trained on this manual and they will adopt the health topics into the school curriculum as part of the implementation plan or the Action Oriented School Health Curriculum.</p> <p>WHO supported a health education advocacy meeting in 2 schools in Missan governorate for 45 teachers on health promoting schools. Through this advocacy activity, the teachers' knowledge on health and hygiene and preventive measures against communicable diseases were updated and skills were improved.</p> <p>For the school health screening activity, WHO supported three training courses for the school health screening teams in three governorates (Suleimaniyah, Salaheldin and Thiqr). The total number of doctors and teachers trained were 67 from DoH and DoE. Also, 120 white boards and 200 snellens charts for visual examination of students were distributed to the health promoting schools.</p> <p>WHO, MoH, MoE supported the activities related to the school Health week (15-21 November 2010) in close coordination with DoH and DoE. The activities involved health and hygiene awareness and art competition for school student and distribution of school hygiene kits.</p> <p>WHO supported the Health Promoting Schools Evaluation Workshop in Erbil, 27-30 November 2011. The workshop was conducted in close coordination with MoH and MoE in Baghdad and Kurdistan. The workshop was attended by deputy Minister of Education.</p> <p>Review of the implemented activities on school health promotion and hygiene education was conducted during the 2-day meeting that was organized by the leading agency for the project (UNICEF) and was attended by all the focal point responsible for the implementation of the project from UN agencies and the Project coordinators from MoE. Discuss on the progress made on the implementation of the project B1-33 and finding out the coordination mechanism among all governmental and UN agencies referring to the role of education committee in province council</p>	<p>70%</p>

<p>Output 4.1 Capacity of MoE/DoE and community stakeholders including woman leaders built on gender and human rights issues</p>	<p>UNIFEM strengthened the capacities of 46 staff from the Ministry of Health and Ministry of Education in coordination with the World Health Organization, The main objectives of this training was to build the capacities of the participants on gender and human rights perspectives through the conduction of two training workshops in Thiqr governorate. A pre-training assessment was conducted at the beginning of the training activity to provide information on the strengths and weaknesses of the participants and to help UNIFEM's GFP to tailor course content and methodology to suit their needs. A post-training assessment was done at the end of the training activity to measure what the participants learned after participating in the training. By comparing the pre- and the post-training measures, the results showed that all of the participant's knowledge was enhanced on gender, women's human rights perspectives, international treaties, CEDAW and on how to influence society to change their perceptions about girls' education.</p> <p>Coordination between various stakeholders working on the project is enhanced and gender and human rights issues are fully addressed through UNICEF gender focal points (GFP) in the three target governorates. The GFPs ensured the coordination process and mechanism are gender sensitive, such as ensuring the female participation in the steering committee, the ratio of female participants in also in the training and workshops.</p> <p>In Thiqr governorate, the GFP achieved the government-led coordination mechanism, and now women and child committee and the education committee are heading the project committee meetings. UNIFEM's GFP also participated in the seminar in Thiqr organized by UNICEF, where the GFP facilitated the sessions on gender and human rights issues, international treaties on gender and human rights as well as violence against women (VAW).</p> <p>The GFP in Thiqr advocated the school buildings to be gender sensitive by making sure that the bathrooms and other health services have separate entrances for boys and girls. The GFP in Suleimaniyah ensured that pictures drawn on the school walls are for both girls and boys to be gender sensitive. Gender relations were taking into consideration by making sure that the pictures are not amplifying the common norms, i.e. girls clean the school and boys play sports.</p> <p>Gender profiles in the three governorates were completed with the information collected by UNIFEM's GFPs. The purpose of the gender profile is to collect information on girls and education from different aspects: the main challenges they face in each area, the needs of the parents, the students and the education cadre in each area and to come up with suggestions that will increase girls' enrolment in schools. The gender profiles will feed into the guidelines on how to increase girls' enrolment in schools in the three selected governorates that UNWomen is planning to draft.</p>	<p>35%</p>
<p>Output 4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education, especially for girls and women, and empowerment of local communities with the involvement of trained stakeholders under 4.1</p>	<p>A plan for an advocacy campaign on gender mainstreaming and human rights in Suleimaniyah was developed by UNIFEM. The advocacy campaign will focus on rights and gender issues related to the importance of education especially for girls and women, and empowerment of local communities.</p> <p>Preparation work is ongoing to conduct a two days high advocacy meeting in Baghdad in April 2011 for 15 participants from MoE, DoE, SMOWA, and Ministry of Labour and Social Affairs (MOLSA), MoH, community leaders and civil society organizations to prepare for the launching of the education campaigns and to agree on design of the campaign promotional materials.</p>	<p>35%</p>
<p>Output 5.1 NFE policies formulated/adopted</p>	<p>First draft of National NFE and Literacy Action Plan developed by UNESCO's appointed consultant in NFE and Literacy in August 2009 in coordination with MoE technical staff.</p> <p>Technical Meeting on the development of Literacy Action Plan and NFE strategy conducted in Damascus from 15-18 November 2009. The meeting was attended by 8 senior MoE staff and representative of PM office.</p> <p>Follow-up meetings were conducted for the endorsement of NFE policy framework and work is expected to be completed in 2011</p>	<p>50%</p>

Output 5.2 MoE and DoE staff trained in NFE textbook development methods to design and develop learning materials for ALP and NFE for use at the DoEs and Community Learning Centres (CLCs)	Training workshop on modern methods for literacy curricula development completed in August 1-2, 2010 with 9 participants from MoE (3 female). Reviewed Textbooks of literacy (Arabic Language basic and advance, Mathematics basic and advance, and General Culture) expected to be printed in 2011.	100%
Output 5.3 Three CLCs equipped and functional, including building the capacity of their staff	26 (14 female) MoE staff and literacy facilitators trained on management of Community Learning Centers (CLCs) for NFE – Literacy and Community Mobilisation in training workshop facilitated in Erbil between 25th and 27th January. Upon completion of needs assessment, technical proposals for the establishment of 3 CLCs in the governorates of Thi-Qar, Salaheldin, and Suleimaniyah have been developed in coordination with DOEs and MoE Baghdad-KRG. Based on the identified needs Community Learning Centers have been established in partnership with MoE. Procurement of identified equipment will be finalised in 2011	40%
Output 5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE	Within the Framework of Literacy Initiative for Empowerment (LIFE) for Iraq, a national advocacy campaign was launched during last week of September 2010. Events targeting more that 27,000 Iraqis throughout Iraq (around 3000 in Thi-qar, Salaheldin and Suleimaniyah) were organised together with the Ministry of Education and National NGOs. Teachers, families, politicians and representatives of local communities were involved in meetings, theatre representations, and sport events to express their views towards the development of a national literacy campaign in Iraq.	70%

a. The progress made toward the achievement of specific medium-term outcomes of the programme/project as a result of the achieved short-term outputs during this reporting period.

Outcome 1: Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened

The partnership with GoI, UNICEF, UNESCO, UNESCO International Institute for Education Planning (IIEP) and World Bank made the strong way forward to the finalization of the National Education Strategy for Iraq (NESI). The training plan for capacity development of the government officials in strategic planning was developed early 2010, and the series of technical capacity building workshops were conducted throughout the year based on the training plan. 61 government officials (9 female; 52 male) were trained during the reporting period, reaching the total number of government officials trained to be 137 (19 female; 118 male). First six chapters of NESI paper which includes a diagnostic were completed, and was reviewed in September 2010.

The long-awaited EMIS reports 2007/2008, both narrative and statistical, were finalized, and printed together with full reports for school years 2004-05 / 05-06 / 08-09. The information generated from these reports are crucial to the proper programming and strategy development in the education sector. The next goal will be to support MoE to be able to produce the reports in a faster and timely manner, so that the planning process as well as evaluation of the progress is done based on the accurate and updated data and information.

Outcome 2: Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thi-qar created by building 25 new schools replacing very old mud schools;

It is too early to assess the immediate effects of the project in improving the learning and teaching environment, as the school construction is still ongoing. However, the children were encouraged to get enrolled and stay in school by the provision of the teaching / learning materials as part of the back-to-school campaign at the beginning of the school year 2010/2011, where student kits for 4,950 students were provided to 25 target schools.

Despite the delay in implementation, the construction work for 25 schools (13 by UNICEF and 12 by UN-HABITAT) made a good progress in 2010. For the 13 schools constructed by UNICEF, two schools in Suleimaniyah have completed, and the rest of the 11 schools are under construction. For the construction of 12 schools by UN-HABITAT, two schools in Suleimaniyah were completed, and nice schools are ongoing, and the contract for one

school is being evaluated by their HQ. The programme suffered from the increased prices of the construction materials, and the budget for the construction for 13 schools could only cover 12 schools. UNICEF managed to construct the 13th school using a different funding source.

Outcome 3: School health services for students in vulnerable areas including mental health services; life skills and psychosocial support intervention for teachers and students improved and strengthened at all levels

The school health services in the 25 target schools were improved through school health promotion and health screening activities. A total of 74 teachers and 200 doctors were trained in coordination with DoEs and DoHs on the various school health related subjects including the health screening and life skills including school health and hygiene practices and psychosocial support.

More importantly, in light with the effectiveness of the activities conducted under this project, MoH decided to replicate the School Health Promotion model to all the schools in Iraq.

Outcome 4: An integrated gender mainstreaming and human rights strategy introduced at policy level and awareness on the importance of scaling up girls' and women education promoted at the community level

Introduction of the gender mainstreaming and human rights strategy made a strong progress at the governorate level. Effective coordination for gender mainstreaming and increased awareness at the governorate levels were achieved through UNIFEM's (reorganized as UNWomen in 2011) gender focal points (GFPs) in the three target governorates to ensure gender is mainstreamed throughout the project implementation such as the school buildings and training workshops.

The gender profiles were developed for each governorate. The profiles include information on girls and education from different aspects, such as the main challenges faced in each area, the needs of the parents, students and education cadre in each area. Based on such information, feasible solutions will be suggested in order to increase girls' enrollment in the target areas in the form of guidelines. UNWomen is currently working on the guidelines on how to increase girls' enrolment in schools in the three governorates. The gender profiles will be used as the evidence, on which the guideline is prepared. This exercise will allow the GoI to develop a gender mainstreaming plan in the entire country, where girls education is one of the most urgent and serious issues in education in Iraq.

Outcome 5: Technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (including ALP) provided;

Training workshop on modern methods for literacy curricula development completed in August 1-2, 2010 with 9 participants from MoE (3 female; 6 male). Reviewed Textbooks of literacy (Arabic Language basic and advance, Mathematics basic and advance, and General Culture) , and printing of the textbooks is in progress.

Upon completion of needs assessment, technical proposals for the establishment of 3 CLCs in the governorates of Thiqr, Salaheldin, Suleimaniyah have been developed in coordination with DOEs and MoE Baghdad-KRG. Proposals including a list of equipment and identified skills training were finalised in June 2010.

Within the Framework of Literacy Initiative for Empowerment (LIFE) for Iraq, a national advocacy campaign was launched during last week of September 2010. Events targeting more than 27,000 Iraqis throughout Iraq (around 3000 in Thiqr, Salaheldin and Suleimaniyah) were organised together with the Ministry of Education and National NGOs. Teachers, families, politicians and representatives of local communities were involved in meetings, theatre representations, sport events to express their views towards the development of a national literacy campaign in Iraq.

There had been delays in the construction of 25 schools by UN-HABITAT and UNICEF due to:

- The selection of schools was concluded in February 2010 after a number of changes made by DOEs in Thiqr and Salaheldin;
- The land allocation process for the 25 schools started in January 2009, but it was completed in November 2009 in Suleimaniyah and in March 2010 for Salaheldin and Thiqr.

The implementation of student's screening by WHO for visual, hearing difficulties and Musculo-skeletal abnormalities was delayed due to frequently changing in names of the targeted schools in Thiqr and Salaheldin governorates. The final names were obtained end of April 2010 when this date was the start of the final term examination at primary schools so the implementation was postponed till the next term 2010-2011

UNIFEM's GFPs in the three governorates faced a lot of difficulties in obtaining the needed information for the gender profile, especially that the information was not disaggregated by sex, it is anticipated with the upcoming census that UNWomen will be able to obtain all the needed information.

UNIFEM was supposed to give grants for Iraqi NGOs at the governorate level to support UNIFEM in the conduction of awareness campaigns and trainings. UNIFEM issued a request for proposal in English and didn't get enough proposals from the NGOs because they have faced difficulties in understanding the English version ,therefore .UNWomen will translate the RFP into Arabic and will publish it again so the NGOs will be able to understand UNWomen's request and apply for it .

b. The key partnerships and collaborations, and their impact on the achievement of results.

A partnership was established with UNICEF, UNESCO, UNESCO IIEP and World Bank to support Gol in the development of National Education Strategy for Iraq (NESI). This partnership was critical for the capacity enhancement of the Gol officials in order to develop the successful strategy using holistic and complementary approaches and methodologies with combined efforts and expertise of each agency and institute. Also, the established partnership and close relationship with Gol paved an important groundwork for the up-coming policy development based on the NESI.

V. Future Work Plan

a. The projected activities up to the end of December 2011 indicating any major adjustments in strategies, targets or key outcomes and outputs planned.

Outcome 1: Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened

National Education Strategy for Iraq:

- Technical workshop to be organized in Erbil during March, from in order to agree on the outline of the remaining chapters which correspond to the policies and programme. For 4 officials from MoE and MoHE in Baghdad and 2 officials from MoE and MoHE in Erbil.
- Technical workshop in Erbil during May, to present and endorse the daft strategy with the participation 10-15 Iraqi Officials from MoE and MoHE Baghdad and KRG.
- The NESI paper is expected to be finalized by end of June 2011.

EMIS:

- Training on programming reports (in order to generate statistical reports out of the available data) to be organized in Erbil for 6-8 Iraqi official from the General Directorate of Planning from MoE Baghdad and Erbil.
- Training on "Utilization of Indicators for planning" at Governorate and National levels, for 6 - 8 MoE officials from Baghdad and Erbil.
- Workshop to discuss the draft analytical report on EMIS for the academic year 2007/2008 the workshop will take place between Iraqi officials and UNESCO expert.
- UNESCO is ready to provide any training activating as seen necessary in order to continue supporting the Iraqi Ministries in order to generate the annual statistical report, including SQL Server, DOT NET.

Outcome 2: Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thiqr created by building 25 new schools replacing very old mud schools

- UN-HABITAT will complete the construction and provision of school furniture for 10 schools. UN-HABITAT will complete the procurement process and deliver school furniture for 12schools.
- UNICEF will complete the construction of the remaining 11 schools in the three governments, and the distribution of the Child-Friendly desks and chairs as well as teachers furniture and classroom supplies for the

13 schools. UNICEF also plans to conduct the back-to-school campaign at the beginning of the year, where teaching learning materials for teachers and students will be distributed for all the 25 schools.

- UN-HABITAT and UNICEF will support the MOE in implementing a pilot project on school maintenance for the 50 selected schools, 25 schools in the first phase, and the rest of 25 schools constructed under this project as the second phase.

Outcome 3: School health services for students in vulnerable areas including mental health services; life skills and psychosocial support interventions for teachers and students improved and strengthened at all levels

- WHO will follow on the finalization of the student's screening report after its completion in March 2011 for the 25 schools in the three governorates. The future plan is to analyze the data and provide eyeglasses and hearing aids to those with visual and hearing problems.
- WHO will procure audiometers and ophthalmoscopes for schools to ensure sustainability of the screening services

Outcome 4: An integrated gender mainstreaming and human rights strategy introduced at policy level and awareness on the importance of scaling up girls' and women education promoted at the community level

- UNWomen is preparing to conduct a two days high advocacy meeting in Baghdad in January 2011 for 15 participants from MoE, DoE, SMOWA, and Ministry of Labour and Social Affairs (MOLSA), MoH, community leaders and civil society organizations to prepare for the launching of the education campaigns and to on the design of the campaign promotional materials
- UNWomen is preparing to conduct a training workshop on gender equality in education in March 2011 for participants from directorate of Education (DoE), Ministry of Education, directorate of Health and Iraqi NGOs. The main objective of this training is to build a common understanding on gender and human rights concepts and perspectives in education, increase the knowledge of the institutional production and reproduction of gender difference and inequality in educational opportunity, define working approaches and entry points to promote gender equality and mainstreaming, and equip the participants with introductory knowledge and tools to be able to effectively mainstream gender and human rights issues through their work.

Outcome 5: Technical assistance to MoE for developing a comprehensive national policy on NFE and enhanced service delivery of NFE (including ALP) provided

- Literacy Strategy is expected to be developed in 2010 in coordination with MoE and relevant stakeholders. Equipment will be provided to the established CLCs by April 2011 and national literacy awareness campaign will be launched in the occasion of the international literacy day 2011.

VI. Annual Performance Indicators assessment

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Means of Verification	Comments (if any)
Outcome 1 Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector strengthened						
Output 1.1 Education system supported through developing the institutional and human capacities equally at all levels (MoE/DoEs) in planning, policy formulation, project design and management, information management and data analysis.	Indicator 1.1.1 Number of coordination and follow up events conducted	0	2 Events	1 Event	Workshop reports	Given the current status in the development of the National Education Strategy the holding of one event has been anticipated
	Indicator 1.1.2 Number of training and educational material on planning, policy formulation developed	0	1 comprehensive set of training material (Course Package)	1 set of training materials developed.	Progress reports	Training package for capacity building in education policy planning, monitoring and evaluation have been adapted and translated into Arabic in cooperation with IIEP.
	Indicator 1.1.3 Number of MoE/DoE staff trained on data analysis, micro strategic planning and project design (male/female)	0	56 staff at MoE/DoE trained on data analysis, micro strategic planning and project design	137 MoE/DoE staff trained (19 female; 118 male)	Training reports	UNICEF / UNESCO
	Indicator 1.1.4 Number of MoE/DoE staff trained on planning and management	0	43 senior staff trained	30 senior staff trained	Training reports	UNICEF/ UNESCO
Output 1.2 EMIS further enhanced to address the needs in data collection, processing and analysis at all levels	Indicator 1.2.1 Number of additional EMIS software modules developed	6 EMIS modules	1 Comprehensive Module	1 overall module developed	Progress reports from field offices, number of modules distributed	

	Indicator 1.2.2 Number of technical ministry staff trained on EMIS	60 from MoE/DOEs	8 Technical Staff	8 technical staff trained	Progress reports from facilitators, MoE, DoEs and partners' evaluation report	
	Indicator 1.2.3 Number of annual statistical report generated through EMIS	2004/2005 annual report generated (1 report)	2008/2009 annual statistical report (1 report) through EMIS	2008/2009 annual statistical report drafted.	School survey reports	2008/2009 analytical report is expected to be finalized in February 2011.
Outcome 2 Conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thiqr created by building 25 new schools replacing very old mud schools;						
Output 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools	Indicator 2.1.1 Number of schools constructed	0	25 schools constructed	4 schools constructed (2 by UNICEF; 2 by UN-HABITAT)	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	UN-HABITAT: Two schools were completed; construction works for 9 schools are ongoing and have reached progress of 5% to 99 %, while the contract for one remaining school is under evaluation by HQ.
	Indicator 2.1.2 Number of schools provided with furniture/equipment	0	25 schools	0	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	Standard designs for child friendly desks and chairs were prepared and adopted by MOE in Baghdad and Erbil. Furniture procured by UNICEF are being delivered to DoEs, and the distribution to the schools is ongoing.
	Indicator 2.1.3 Number of schools that receive teaching aids and learning materials (by type)	0	25 schools	25 schools	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	The supply distribution at the beginning of the school year is also planned in 2011.
Output 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future	Indicator 2.2.1 Number of standard school designs developed	0	3 school designs	6 school designs	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	6 design modules for construction of new primary schools were prepared together with detailed drawing and Bills of quantities, which will be used for construction

education initiatives						of the 25 schools by UNICEF and UN-HABITAT, in additions to construction of school by MoE.
	Indicator 2.2.2 Number of engineers (male/female) trained	0	36 DoE engineers	9 DoE engineers	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	UNICEF & UN-HABITAT trained 9 engineers and supervisors on implementation of school maintenance
	Indicator 2.2.3 Number of community members trained and involved	0	Community members	0	Progress reports from field offices, engineers, MoE, DoEs and partners, project evaluation report	
Output 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes.	Indicator 2.3.1 Number of schools implementing maintenance strategy	0	50 schools	0	Progress reports from field offices, engineers, MoE, DoEs, schools and partners, project evaluation report	Activities will start in targeted schools once school maintenance strategy manual once finalized.
	Indicator 2.3.2 Number of plans prepared and implemented on school maintenance	0	1	0	Progress reports from field offices, engineers, MoE, DoEs, schools and partners, project evaluation report	A participatory workshop on child friendly schools and school maintenance was facilitated by UNICEF and UN-HABITAT between 22 and 23 November 2009. The school maintenance was drafted by an international consultant and is currently under review and editing.
Outcome 3 School health services for students in vulnerable areas including mental health services; life skills and psychosocial support intervention for teachers and students improved and strengthened at all levels						
Output 3.1 Quality of school health improved through raising awareness among 7,500 pupils on good sanitation and hygiene practices, and providing children with	Indicator 3.1.1 Number of screened students	0	4500 students	0	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	WHO: The school health screening just completed March 2011 and WHO will be receiving the number of students soon and will be incorporated in the coming reports

psychosocial assistance and screening for visual and hearing difficulties and musculoskeletal abnormalities	Indicator 3.1.2 % of screened students who receive eye glasses/hearing aids	0 %	6 %		Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	This number will depend on the results of the screening data
	Indicator 3.1.3 Number of local advocacy and awareness campaigns on school health	0	1 local campaign	1 campaigns	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
	Indicator 3.1.4 Number of schools/centres promoting health & hygiene messages	0	25 schools	6 schools (WHO)	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
	Indicator 3.1.5 Number of schools offering psychosocial support	0	25 schools	6 schools (WHO)	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
	Indicator 3.1.6 Number of ministry staff (male/female) trained by type	250 teachers & health workers on health promoting and psychosocial support	150 teachers & health workers on health promoting and psychosocial support	200 doctors and 74 teachers trained on health promotion and psychosocial support	Progress reports from field offices, MoE, MoH, DoEs, DoHs and partners, project evaluation report	
Outcome 4 An integrated gender mainstreaming and human rights strategy introduced at policy level and awareness on the importance of scaling up girls' and women education promoted at the community level						
Output 4.1 Capacity of MoE/DoE and community stakeholders including woman leaders built on gender and human rights issues	Indicator 4.1.1 Number of ministry staff and community leaders (male/female) trained on gender and human rights issues	0	100 officials from MoE/DoE and community leaders	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	

	Indicator 4.1.2 Number of civil society and community initiatives	0	10 initiatives	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	
Output 4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education especially for girls' and women, and empowerment of local communities with the involvement of the trained stakeholders under 4.1	Indicator 4.2.1 Number of advocacy and awareness campaigns on gender and human rights	0	1 integrated media campaign	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	
	Indicator 4.2.2 Number of materials developed (by type)	0	3 sets of materials	0	Progress reports from facilitators, MoE, DoEs and partners, evaluation report	
Outcome 5 Technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (including ALP) provided;						
Output 5.1 NFE policies formulated/adopted	Indicator 5.1.1 Number of policies and strategies developed	0	1 (NFE Policy)	1 draft strategy developed.	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	NFE Policy under development
Output 5.2 MoE and DoE staff trained in various NFE textbook development methods to design and develop learning materials for ALP and NFE for use at the DoEs and community levels	Indicator 5.2.1 Number of learning material sets developed (disaggregated by type)	0	6 sets	6 new literacy textbooks completed including Arabic Language (basic-advanced), Mathematics	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	

				(basic-advanced), general culture and life skills.		
	Indicator 5.2.2 Number of ministry staff (male/female) trained on textbooks development methods	0	18 MoE/DoE staff	27 MoE/DoE staff (6 curricula developers on development of literacy textbooks; 21 members of the MoE National Committee on curricula development)	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	
Output 5.3 Three CLCs renovated, furnished, equipped and functional.	Indicator 5.3.1 Number of centres provided with furniture/equipment	0	3 CLCs	0	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	3 CLCs have been established by MoE and are expected to be fully equipped in 2011.
	Indicator 5.3.2 Number of illiterate adults (male/female) served during first year	0	1000 illiterate adults (700 F, 300 M)	0	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	
Output 5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE	Indicator 5.4.1 National literacy campaign launched	No	One national literacy campaign launched	2 National Literacy Campaign launched	Progress reports from field offices, facilitators, MoE, DoEs and partners, evaluation report	2 National Literacy Campaigns launched in the occasion of International Literacy Day (Sep. 2009/2010)