



**IMPROVING QUALITY AND RELEVANCE OF TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING (TVET) IN IRAQ  
FINAL PROGRAMME NARRATIVE REPORT**

<p style="text-align: center;"><b>Programme Title &amp; Number</b></p> <ul style="list-style-type: none"><li>• Programme Title: Improving quality and relevance of Technical and Vocational Education and Training (TVET) in Iraq</li><li>• Programme Number: B1-28a</li><li>• MDTF Office Atlas Number:</li></ul>	<p style="text-align: center;"><b>Country, Locality(s), Thematic Area(s)</b></p> <p>Baghdad, Basra, Nassiriyah, Ninewa, Babylon Karbala, and Amarah.</p>
<p style="text-align: center;"><b>Participating Organization(s)</b></p> <p>UNESCO, ILO and UN-HABITAT</p>	<p style="text-align: center;"><b>Implementing Partners</b></p> <ol style="list-style-type: none"><li>1. Ministry of Higher Education and Scientific Research (MOHESR)/ Foundation of Technical Education (FTE)</li><li>2. Ministry of Education (MOE)</li><li>3. Ministry of Labour and Social Affairs (MoLSA)</li><li>4. International Organizations, including NGOs</li></ol>
<p style="text-align: center;"><b>Programme/Project Cost (US\$)</b></p> <p>MDTF Fund Contribution: UNESCO: US\$ 5,308,400 UN-HABITAT: \$2,000,932 ILO: \$1,550, 668</p> <p>Agency Contribution</p> <p>Government Contribution</p> <p>Other Contribution (donor)</p> <p><b>TOTAL: \$ US 8,860,000</b></p>	<p>Overall Duration: 44 months Start Date: 31 July 2007 Original end date: 31 January 2009 Revised End Date: 31 March 2011</p> <p>Extensions:</p> <p>1<sup>st</sup> Extension: 30.01.2010 2<sup>nd</sup> Extension: 31.07.2010 3<sup>rd</sup> Extension: 31.12.2010 4<sup>th</sup> Extension: 31.03.2011</p>
<p style="text-align: center;"><b>Final Programme/ Project Evaluation</b></p> <p>Evaluation Completed</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No                      Date: _____</p> <p>Evaluation Report - Attached</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p style="text-align: center;"><b>Submitted By</b></p> <ul style="list-style-type: none"><li>○ Name: Nahida El-Saies</li><li>○ Title: Project Officer</li><li>○ Participating Organization (Lead): UNESCO</li><li>○ Contact information: n.el-saies@unesco.org</li></ul>

## **FINAL PROGRAMME REPORT**

### **I. PURPOSE**

To support the rehabilitation and modernisation of the Technical and Vocational Education and Training Sector in Iraq by re-orienting and improving the (TVET) system so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors of the economy. In order to achieve the overall goal, the programme has three objectives:

- 1- Establish a National Technical and Vocational Education and Training Policy Framework
- 2- Vocational and Technical skills provision enhanced in all TVET public structures.
- 3- MoE, FTE and MoLSA TVET equipment improved and modernized.

#### Refers to Objective 1:

1.1. A TVET Policy Framework document prepared, endorsed by TVET ministries and stakeholders and functional, comprising (Ministry of Education, Ministry of Higher Education and Scientific Research / Foundation of Technical Education and Ministry of Labour and Social Affairs) for guiding TVET reform and streamlining of the Technical and Vocational Education and Training sector in light of labour market requirements.

1.2. Organizational reform plans developed and adopted for individual TVET schools, institutes, colleges and training centers to facilitate the implementation of the changes in the TVET system

1.3. A TVET Program Review and Renewal Plan developed.

1.4. The national labor market and training needs information system strengthened.

#### Refers to Objective 2:

2.1. A short-cycle modular training “Skills for Work” programme implemented, consisting of modular training in selected vocational skills that are in high demand in the labour market, in order to achieve quick impact in terms of youth employment and self-employment.

2.2. Entrepreneurial skills integrated and delivered in the TVET stakeholders programs.

2.3. Three Contract Training Centres (CTC’s) established as pilot Business Units within the Foundation of Technical Education (FTE) in order to capture industries’ needs through: a) Industry needs assessments b) Short- and long-term training plans for businesses & companies. C) Certification of training modules, etc.

2.4. An Apprenticeship Vocational System for 6 selected disciplines at 6 pilot schools introduced in order to demonstrate best practice-based approaches.

2.5. Quality and relevance of vocational and technical programmes upgraded in pilot MOE schools, FTE/ MOHESR colleges and MoLSA centres.

#### Refers to Objective 3:

3.1. TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.

This project aims at supporting the rehabilitation and modernisation of the TVET Sector in Iraq by re-orienting and improving the (TVET) system so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors of the economy.

This program mainstreams with the UN Assistance Strategy outcomes in line with following education cluster outcomes;

1) To enhance access to all levels of education i.e. Early Childhood, Primary, Secondary (including Intermediate, Preparatory, and Vocational) and Tertiary levels, with special reference to disparity reduction (gender, geographic, ethnic, socio-cultural, economic and other disparities), resulting to increase enrolment rates in secondary level from the current level of 42% to 50% with a focus on girls.

2) To improve rates of retention, completion and participation at all levels of education.

3) To improve learning outcomes at all levels of education UNESCO endeavours to meet the Millennium development Goals encompassed in MDG4 to MDG7 through developing global partnership for development and promoting gender equality and women empowerment.(MDG 4 through 7 are irrelevant to this project).

4) MDG 1 Target 1, MDG 8 Target 16 & 18, MDG 3 Target 4: The project will aim at reducing poverty by providing access to education that will lead to employment opportunities and income generation (MDG1 T1) including widening employment opportunities to youth (MDG 8 T16) and ensure access to skills in new technologies in partnership with private sector (MDG 8 T18).

a. **Primary implementing partners and stakeholders including key beneficiaries**

1. Ministry of Higher Education and Scientific Research (MOHESR)/ Foundation of Technical Education (FTE)
2. Ministry of Education (MOE)/ Vocational Education
3. Ministry of Labour and Social Affairs (MoLSA)/ Vocational Training

## II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

a. **The key outputs achieved.**

**1- Establish a National Technical and Vocational Education and Training Policy Framework:**

In order to insure a holistic approach to the development of TVET sector with policy direction being provided primarily by the employer community, a new Governance Model and an Action Plan for the TVET sector in Iraq was developed and Iraqi experts from MOE, FTE and MOLSA as well as other participants from each partner ministries were trained on developing and designing the Model.

An organizational structure and work plan for the Governance Model was developed together with a draft law that would empower implementation procedures, this will eventually support to have quality assurance and a labour market information system that supports the decision making processes for TVET System, and increased access and participation in Technical Vocational Education schools, institutions and centres.

This draft legislation was presented to the Cabinet for discussion and support; recommendations were made by the Cabinet to postpone establishment of the National

Body for TVET sector and instead establish a Permanent Higher Committee headed by the Deputy Head of the Panel of Advisors and membership of the president of FTE, DG of VE Department, DG Labour and Vocational Training Department in MOLSA along with heads of Business and Industry Unions in Iraq to adopt policies and coordinate among the three ministries and regulate relationships with the sectors of trade and industry.

## **2- Vocational and Technical skills provision enhanced in all TVET public structures:**

Technical and institutional capacity building activities, including mechanisms and techniques for designing a TVET Policy that meets industry needs, were implemented in order to strengthen the national capacity of TVET sector management. More than 350 TVET national experts participated in capacity building activities in different TVET subjects, involving a wide range of TVET stakeholders from MOE, FTE and MOLSA in governance, programming, and planning and policy development.

Training on the concept of Quality Assurance and Relevance for staff members of the three TVET providers was achieved through cooperation with European Training Foundation (ETF), this led to strengthen the relationship among TVET providers from MOE, FTE and MOLSA ministries to better guiding TVET reform and streamlining of the Technical and Vocational Education and Training sector responsive and flexible of labour market requirements

An Apprenticeship programme for Iraq was designed by representatives of Vocational Education Department and Production Sectors at MoE. Three Apprentice Trades were selected one targeting females (carpentry, printing and textile) for which occupational analysis and standards were set, approval from MOE obtained and curricula and training and skill tests material developed. School principals, teachers and employers were trained on joint management of apprenticeship programs and an Apprenticeship Guide was designed for MOE; textbooks and workbooks for level one in all three selected disciplines were written by Iraqi experts, assisted by the lead expert.

## **3- MoE, FTE and MoLSA TVET equipment improved and modernized:**

32 vocational training workshops of vocational schools, institutes and colleges were rehabilitated and equipped with modern TVET equipment. With the workshops operating under the management of the training providers, students will develop better knowledge of vocational training in occupational areas requiring technical and professional competencies and specific occupational skills, with the modern equipment that meets the requirement of the labour market and enhance employability of the graduates.

### **b. The achieved outputs contributed to the achievement of the outcomes as the following:**

- 1- Objective1: Establish a National Technical and Vocational Education and Training Policy Framework
  - The mandate, organizational structure and work plan for the Governance Model developed under this project (along with draft legislation) will empower implementation procedures of the TVET sector, this will support both increased quality assurance and a labour market information system that supports the decision-making processes for TVET System as well as increased access and participation in TVET schools, institutions and centres.

2- Objective 2: Vocational and Technical skills provision enhanced in all TVET public structures.

- The Apprenticeship Training workshops organized for MoE were accomplished with the apprenticeship guide developed for MOE. As well, with full Iraqi involvement throughout the process, textbooks and workbooks for three disciplines (textile, carpentry, and printing) were written. The team at the MoE is therefore properly trained to independently organize training workshops to develop new Apprenticeship programmes which will increase the number of enrolled students and graduates, thereby generating increased employment.
- Three pilot Business Units Contract Training Centers (CTCs) on sustainable development established in the three Technical Colleges: Baghdad, Basra and Mosul are now operational; by providing short term training for the unemployed youth from the local community, organizing special training programmes for the released detainees by providing them with skills as well upgrading their skills that is required by the labour market employability in increased.

3- MoE, FTE and MoLSA TVET equipment improved and modernized.

- With the new modern up-to-date equipment was provided by UNESCO, more small businesses (with sustainable jobs) will be created.
- UNESCO has implemented the planned activities according to the project document and is planning for an external evaluation of the project, the final report of the evaluation will be ready by May 2011, and it will give a clear picture on how the achieved outputs of the project have contributed to the achievement of the outcomes.

**c. The overall contribution of the programme to the Strategy Planning Framework or other strategic documents as relevant, e.g.: MDGs, National Priorities, UNDAF outcomes, etc**

- The project throughout the capacity building activities of teachers and trainers (new modern teaching methodologies, updated modern workshops..etc), effectively mainstreams the UN Assistance Strategy outcomes for education to enhance learning and prepare young students of TVET graduates effectively for wage and self-employment for the labour market, which contribute to the service sectors of the economy.
- The project contributed to the reduction of poverty by providing access to quality of education and training that will lead to employment opportunities and income generation in line with (MDG1 T1), including widening employment opportunities to youth (MDG 8 T16) and ensuring access to skills in new technologies in partnership with the private sector (MDG 8 T18).

**d. The contribution of key partnerships and collaborations, and their impact on the achievement of results.**

UNESCO, ILO and UN-HABITAT are in partnership for the implementation of this program; each UN-Agency was directly accountable and responsible for the implementation of the Agency- related activities under this program with the specified budget for each UN-Agency.

A joint UN-management team was formulated (composed of UNESCO, UN-HABITAT and ILO) to coordinate the reporting and the implementation of the activities of the

program. UNESCO was seeking also the advice and ensures collaboration of FAO regarding agriculture vocational discipline at MOE, whenever appropriate.

UNESCO's extensive network of TVET specialists was advantageous for capacity building activities; the involvement in the project of such organizations as the European Training Foundation and the Canadian International Development Agency will assist in developing linkages for the Iraqi TVET community to broaden its contacts and cooperation with the regional and international TVET community, an integral part of capacity development

**e. The primary beneficiaries and their engagement in the programme implementation?**

Direct Beneficiaries

The immediate target beneficiaries include senior staff, teachers and trainers at MOE, FTE/MOHESR, MoLSA and TVET planners, administrators, managers, practitioners, and facilitators at all levels ( approximately around 500 staff members and more importantly, the students (between 4000 and 5000) will benefit from the improved quality of teachers and trainers; this will directly improve their skills and increase their employability.

Key policy decision-makers, trainers, employers and Industry leaders (around 100 persons) actively involved in designing and implementing, monitoring and evaluation of TVET programmes also benefit from the programme.

Indirect Beneficiaries

Ultimately it is expected that the unemployed and the graduates from the TVET system will benefit from this project through the improved provisions of innovative and integrated programmes/projects on potentials for skills acquisition and improvement relevant to labour market needs with income-generation. Employment creation that the program will create during the lifetime of implementation will contribute to poverty reduction.

**f. The contribution of the programme on cross-cutting issues pertinent to the results being reported.**

The project encouraged increased gender sensitivity to and in vocational training management and delivery. Within the project itself, particular project outputs catered for the needs of females and were designed to increase their participation.

UNESCO has continually advocated for encouraging partner ministries for better participation of females in majority of conducted capacity building training programs aiming at equal opportunities for females.

In addition, the piloted apprenticeship system in disciplines emphasized apprentice trades for females such as textile design and printing trades ensuring empowerment of females. The procured/ delivered TVET equipment for MOE comprised sewing and ceramics workshops benefitted female engagement in the local labour market.

### III. EVALUATION & LESSONS LEARNED

A joint evaluation, involving UNESCO, ILO and UN-HABITAT is currently underway and a final report, which will be shared with all stakeholders, the donor as well as UNDG is expected in June 2011.

**a. The challenges such as delays in programme implementation, and the nature of the constraints such as management arrangements, human resources, as well as the actions taken to mitigate, and how such challenges and/or actions impacted on the overall achievement of results.**

1. Given the prevailing conditions in Iraq, all projects/programmes are challenged by the implementing environment.
2. The integrated management of the TVET Sector, whose aim is to imbue a holistic/common approach to TVET Sector Strategy among all stakeholders, is a long-term challenge by nature and it is very difficult to reach political agreement under the current circumstances. While the Governance model developed in this project followed a process of full participation and coordination with Iraqi experts from MOE, FTE and MOLSA, the Iraqi cabinet did not feel that the sub-sector is ready to establish an Authority for the TVET sector. This will be considered in later stages, for the current political situation renders such agreement on a comprehensive agreement elusive in the immediate future. For the moment, policy will be directed by the permanent Higher Committee for TVET newly established by the Council of Ministers, chaired by the Vice President of the Prime Minister's Advisors Group. The Higher Committee will adopt appropriate mechanisms for the coordination among the three ministries concerned with the TVET Sector and organize its relationship with the private sector.
3. Most of activities were implemented out of the country due to the availability of trainers and expertise; this is directly related to the prevailing security situation that restricted the movement of the international consultants inside Iraq. The situation also made it difficult to launch the full-fledged scale local training to disseminate the information and knowledge targeting a wider range of staff member of the three ministries involved.
4. Most equipment provided by this project was delayed in delivery. For instance, frequent delays were experienced gaining entry through borders resulted in extra costs for demurrage fee due to delays in receiving tax exemption letters from MOE, MOLSA, and MOHESR.
5. Ministries in Iraq are often delayed in responding to day to day implementation requirements (late replies on general matters, delays in approvals...etc)

**b. The key lessons learned that would facilitate future programme design and implementation, including issues related to management arrangements, human resources, resources, etc.,**

There were many delays in the submission to UNESCO of requested information required for implementation, especially with regard to the nomination of officials to attend the training workshops. Accordingly, planning for future interventions must take this factor into account.

With many difficulties experienced in getting the tax exemption letters by the concerned ministries in Iraq, it is very important that Agencies agree to have ministries assign an internal Project Focal point responsible for all project coordination and implementation.

#### IV. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
<b>Outcome 1</b>							
Establish a National Technical and Vocational Education and Training Policy Framework							
<b>Output 1.1</b> A TVET Policy Framework document prepared, endorsed by TVET ministries and stakeholders and functional, comprising (Ministry of Education, Ministry of Higher Education and Scientific Research /Foundation of Technical Education and Ministry of Labour and Social Affairs) for guiding TVET reform and streamlining of the Technical and Vocational Education and Training sector in light of labour market requirements	Indicator 1.1.1 Developing/Designing new Governance Model and Action Plan for the TVET sector in Iraq	0	The stated number of: Vocational schools in the programme document, Technical colleges, institutes and vocational training centers are equipped with workshops and functioning IT infrastructure	20 Iraqi experts from MOE/FTE and MOLSA to be trained		Training and capacity building workshops.  Workshops documents and material (training guides)	

<b>Output 1.2</b> Organizational reform plans developed and adopted for individual TVET schools, institutes, colleges and training centers to facilitate the implementation of the changes in the TVET system	Indicator 1.2.1 Governance Model of TVET Sector in Iraq for TVET Education Institutions		Adoption of the Governance Model for TVET sector in Iraq	Meeting with PMAC and 15 Iraqi experts from MOE/FTE and MOLSA for the adoption of the Governance Model		Training and capacity building workshops.  Workshops documents and material (training guides)	
<b>Output 1.3</b> TVET Program Review and Renewal Plan developed	Indicator 1.3.1 Developing programme review, renewal framework, policies and procedures		Workshop for Senior staff on developing mechanisms and techniques for designing a program review and renewal framework, policies and procedures across system	18 Iraqi participants from FTE and MOE/ Vocational Education Department in cooperation with Integrated Development Enterprise Associates (IDEA)		Training and capacity building workshops.  Workshops documents and material (training guides)	
<b>Output 1.4</b> The national labor market and training needs information system strengthened	Indicator 1.4.1						
	Indicator 1.4.2						
<b>Outcome 2</b> Vocational and Technical skills provision enhanced in all TVET public structures.							

<b>Output 2.1</b> A short-cycle modular training “Skills for Work” programme implemented, consisting of modular training in selected vocational skills that are in high demand in the labour market, in order to achieve quick impact in terms of youth employment and self-employment.	Indicator 2.1.1						
	Indicator 2.1.2						
<b>Output 2.2</b> Entrepreneurial skills integrated and delivered in the TVET stakeholders programs.	Indicator 2.2.1						
	Indicator 2.2.2						
<b>Output 2.3</b> Three Contract Training Centres (CTC’s) established as pilot Business Units within the Foundation of Technical Education (FTE) in order to capture industries’ needs through: ▪ Industry needs assessments	Indicator 2.3.1 Establishing three pilot Business Units (CTCs) in the three Technical Coleeges located in Baghdad, Basra and Mosul governorates	0	Three pilot Business units (CTCs) were established	Three CTCs were established and are running in Baghdad, Basra and Mosul		Training and capacity building workshops.  Establishing 3 contract training centers	
	Indicator 2.3.2 Training of staff to run the three colleges		Training for 5 staff from each of the 3 technical colleges	5 staff from each college was trained. Total 15 Iraqi participants			
	Indicator 2.3.3 Capturing industries’	0	Study Tour for staff of	Study Tour for 5 participants			

<ul style="list-style-type: none"> <li>▪ Short- and long-term training plans for businesses &amp; companies</li> <li>▪ Certification of training modules, etc.</li> </ul>	needs through development of the pilot business units		FTE	from FTE college Deans			
<p><b>Output 2.4</b> An Apprenticeship Vocational System for 6 selected disciplines at 6 pilot schools introduced in order to demonstrate best practice-based approaches.</p>	Indicator 2.4.1 Designed Apprenticeship Guide for MOE	0	Textbooks and workbooks for the selected Apprentice Trades are written by Iraqi experts	An Apprenticeship Vocational System for 3 selected disciplines at 3 pilot vocational schools introduced in a workshop for 20 Iraqi experts from MOE and the private sector in order to demonstrate best practice-based approaches. Textbooks and workbooks for level one in all three selected disciplines were written by Iraqi experts and to be printed by MOE.		Training and capacity building workshops.  Workshops documents and material (training material for 3 disciplines )	
<p><b>Output 2.5</b> Quality and relevance of</p>	Indicator 2.5.1 Upgraded concept and application of Quality	0	Technical Training for the three	15 Iraqi participants from MOE,		Training and capacity building	

vocational and technical programmes upgraded in pilot MOE schools, FTE/ MOHESR colleges and MoLSA centres.	Assurance for 3 TVET providers (FTE, MOE and MOLSA)		providers of TVET	FTE and MOLSA were trained on the concept and application of Quality Assurance		workshops.  Workshops documents and material (training guides)	
	Indicator 2.5.2 Deans of FTE and MOHESR colleges are technically trained and acquired better enhanced skills		Number of of FTE and MOHESR Cadre to be trained	230 FTE staff, deans and instructors were trained		Training and capacity building workshops.  Workshops documents and material (training guides)	
<b>Outcome 3</b> MoE ,FTE and MoLSA TVET equipment improved and modernized.							
<b>Output 3.1</b> TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.	Indicator 3.1.1 MOE, FTE, MOLSA and TVET are equipped	0	Procurement of modern TVET equipment to MOE, FTE and MOLSA	Delivery and training on modern new workshops such as CNC machine and Mechatronics to MOE, FTE and MOLSA		Procurement of 32 modern TVET workshops equipment to the three 3 providers.	