

B1- 08 Literacy and Life Skills Development

FINAL REPORT

I. Executive Summary

The following report details the specific results of **B1-08 Literacy and Life Skills Development**, which aims to use adult and non-formal education (NFE) to meet both the challenge of raising literacy and mathematical levels and the need to develop skill sets that provide for income generation.

In August 2004, the Literacy and Life Skills Development Project (LLD) was approved as a pilot project focused on illiterate and semi-literate women aged 18 and above. Funded at a level of US\$ 2,230,400 by Japan under the United Nations Development Group (UNDG) Iraq Trust Fund (ITF), the one-year pilot project was scheduled to end in August 2005, but after five no-cost extensions, it did not close until 31 December 2007.

The Project centred around establishing five Community Learning Centres (CLCs) that would attract adult women from the economically productive age group of 18 and older. Two national surveys were carried out to determine these women's specific learning needs as well as attitudes toward education, reasons for having dropped out of school and their level of interest in attending a CLC. Through the surveys, a list of preferred income-generating courses was developed. These included, in order of importance, sewing, computers, handicrafts, English language, food products, beauty care and agriculture.

Locations for each CLC were decided in collaboration with the Ministry and civil society organizations within the first months of the Project: two in Baghdad, two in Samawah and one in Erbil (later shifted to Dyala). Each site required repair and refurbishment as well as basic furnishings and equipment to make it functional. Stakeholders were also identified and project work began on developing materials for the CLCs, the basic education and life skills programs, and livelihood and entrepreneurial skills activities.

Working with UNESCO, NGOs played a significant and ongoing part in the development of literacy activities. Using an existing network in Iraq, Movimondo completed a needs assessment on non-formal education and literacy in Iraq in 2005. Armadilla carried out a needs assessment on out-of-school children in 2006. Norwegian Church Aid established a youth center in Basra to work on skills development programs for children aged 7 to 18 years.

Finally, the AMAR International Charitable Foundation first piloted a program on peace education in the southern Marshlands in 2006. Together with Iraqi professors they developed materials and a curriculum to combat the high level of violence among the population and also developed courses on literacy skills. Following the pilot, this all-Iraqi group continued to provide literacy education in the region.

Training activities began early in the Project with a study tour designed to allow senior officials to see similar projects and identify best practices. Subsequent training workshops supported specific goals of the Project such as NFE materials and curriculum development and work on developing advocacy materials. MOE officials were almost always part of these trainings; community members also attended some of them. Toward the end of the Project in December 2006, an expert group was convened to formalize the national policy on non-formal education and literacy. In total, 84 participants received training.

Despite the unique challenges of working in conflict conditions where outbursts of violence are a regular phenomenon, the UIO and Ministry accomplished major results. Needs assessments on literacy and NFE status identified the educational needs of the targeted group. The National Literacy and NFE Resource Center was established in Baghdad. Of the five originally targeted centres, four CLCs were refurbished and furnished by March 2008. (The fifth CLC could not be worked on due to the security situation, although the MOE committed to rehabilitating it on its own.) Of these four, three are equipped, staffed and functional and the fourth is waiting funding for repairs (it was refurbished but damaged by fighting between the Multi National Forces and insurgents and is not yet operational).

II. Project Overview: Background and Timeline

BACKGROUND

In August 2004, the Iraq Trust Fund (ITF) approved the Literacy and Life Skills Development Project (LLD) as a pilot project focused on illiterate and semi-literate women aged 18 and above. Funded at a level of US\$ 2,230,400 by Japan under the UNDG ITF, the one-year pilot project was scheduled to end in August 2005, but after five no-cost extensions, it did not close until 31 December 2007.

The desire to combat the shocking rates of illiteracy among disadvantaged and marginalized populations, especially women, gave impetus to LLD. The Project aimed to use adult and non-formal education (NFE) which falls under the purview of the Ministry of Education (MOE) to both meet the challenge of raising literacy and mathematical levels and the need to develop skill sets that provide for income generation. This dual-pronged approach works towards reducing poverty and increasing the wellbeing of the citizenry.

The specific long-term development goals of the LLD Project were to:

1. Provide non-formal, community-based education, literacy and life skills development to adult women and girls particularly from disadvantaged and marginalized communities; and
2. Revitalize the national literacy, Non Formal Education program and policy.

The more immediate objectives were to:

1. Provide and revitalize, in a short period of time, the knowledge-base required for designing and implementing large-scale, effective NFE programs;
2. Establish a National Literacy and NFE Resource Centre (NLRC) and five Community Learning Centers (CLCs) in Baghdad, Dyala and Al-Muthanna (originally these were Erbil and Basra);
3. Support innovative projects and programs with a view to reducing the alarming illiteracy rate in general, and that of women in particular, and to promote learning to live together;
4. Build and strengthen the capacity of the NFE sub-sector of the Ministry of Education (MOE); and
5. Provide literacy and NFE vocational training for empowering adult women.

TIMELINE

Table 1 provides a general overview of the key events that took place during the life of the Project. It includes both project-specific milestones, such as the preparation of the advocacy plan for NFE and outside events that affected the Project. It does not include trainings or workshops.

Table 1: Operational Chronology of the Project

Date	Operational Events
August 2004	LLD officially starts
September 2004	Project implementation ongoing
October 2004	Coordination meeting with Ministry focal point takes place to agree on implementation strategy
November 2004	Project implementation ongoing
December 2004	UNESCO receives the initial list of income-generation skills intended to be introduced in the centers
January – March 2005	Project implementation ongoing
April 2005	Furniture, IT equipment and stationery bids are launched and procurement starts
May 2005	<ul style="list-style-type: none"> • Coordination meeting with MOE focal point takes place to endorse the lists of equipment and furniture for the centers • The first democratically elected Iraqi government in 50 years is sworn in • New MOE: Mr. Abdel Falah Hassan
June 2005	Project implementation ongoing
July 2005	<ul style="list-style-type: none"> • Workshop is organized with Movimondo and focal point from MOE to discuss scope and methodology for conducting the Needs Assessment Survey on Literacy and NFE status in Iraq • Procurement of equipment for income-generation skills begins
August 2005	Original end date of Project
September 2005	<ul style="list-style-type: none"> • NFE Facilitators manual is prepared and finalized • Advocacy Plan to launch a National Advocacy Campaign on literacy in Iraq is formulated • Project is extended until 31st December 2005 due to prevailing security situation in Iraq and delays in the decision making process at the MOE • Focal point of the project is changed by the MOE • Needs Assessment Survey is completed by Movimondo
October 2005	Bill of quantities (BOQ) are prepared for rehabilitation works

	at the identified centers by MOE
November 2005	Final Report of the Needs Assessment Survey is undertaken by the Ministry of Planning and the MOE is submitted to UNESCO
December 2005	<ul style="list-style-type: none"> • Coordination meeting with MOE new focal point occurs to agree on further steps to be taken and on the BOQs for undertaking the rehabilitation works at the centers • Agreement is reached on the organization of training workshops • 2/3 batches of equipment are delivered to MOE central warehouses in Baghdad • 2nd end date of Project
January – March 2006	Project implementation ongoing
April 2006	<ul style="list-style-type: none"> • Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government ending four months of political deadlock • Prime Minister: Nouri al-Maliki; Higher Education Minister: Abd Dhiyab al-Ajili; and Education Minister: Khodair al-Khozai
May 2006	Rehabilitation of CLCs and NLRC continues
June 2006	Rehabilitation of CLCs and NLRC is completed
July 2006	First contract is awarded to AMAR International Charitable Foundation to conduct literacy and peace education classes benefiting about 2,000 illiterate and semi-literate in the Marshlands
August 2006	Project implementation ongoing
September 2006	3 rd end date of Project
October 2006	Project implementation ongoing
November 2006	The Minister of Higher Education announces his “temporary resignation” to protest the mass abduction of people from a ministry building by perpetrators in police uniforms
December 2006	<ul style="list-style-type: none"> • 1st budget revision request to reallocate funds approved • 3rd batch of equipment is delivered to MOE central warehouses in Baghdad through UNOPS who was sub-contracted to procure equipment • Expert Group Meeting of UNESCO and MOE officials held to approve policies
January 2007	Project implementation ongoing
February 2007	Project is extended until March 2007
March 2007	<ul style="list-style-type: none"> • 4th request to extend project until June 2007 and 2nd request to reallocate funds approved

	<ul style="list-style-type: none"> • 4th end of Project
April 2007	<ul style="list-style-type: none"> • Norwegian Church Aid is awarded the first contract to establish a Youth Centre in Basra that caters for the learning needs of youth aged 7 – 18 years, providing them with literacy classes and skills-development courses • AMAR International Charitable Foundation is provided another contract to continue providing literacy and peace education classes to students in the Marshlands.
May 2007	Project implementation ongoing
June 2007	5 th end date of Project
July 2007	Project is extended until 31 August 2007
August 2007	Project is extended until December 2007 in order to reproduce the advocacy materials of non-formal education and literacy still being designated for the Iraqi context
September 2007	<ul style="list-style-type: none"> • NCA is awarded another contract to continue the implementation of the Youth Centre in Basra • AMAR is awarded a third contract to undertake a two-month continuation program on literacy and peace education for the same target groups in the southern marshlands
October 2007	Reallocation of project funds due to more funds needed for Contracts
November 2007	3 rd budget revision request to reallocate funds approved
December 2007	Project is operationally closed (December 31 st)
January 2008	Project implementation ongoing
February 2008	<ul style="list-style-type: none"> • Design of the literacy and EFA advocacy materials (T-shirts and posters) begins • Distribution of commodities and supplies from the MOE central warehouses to the CLCs is started
March 2008	<ul style="list-style-type: none"> • Design of the literacy and EFA advocacy materials is agreed upon • Distributed of commodities and supplies from the MOE central warehouses to the CLCs is started
April 2008	Re-production of the materials and delivery to Baghdad and Kurdistan is completed

III. Project Design, Budget and Implementation

DESIGN

In order to meet the pressing demand for literacy and NFE and to contribute to the achievement of national EFA and MDGs, the proposed project established a National Literacy Resource Centre (NLRC) within the authority of the MOE. The major thrust of the project was to provide a basis for building indigenous NFE and literacy networks, thus strengthening the capacity of MOE and providing technical input for other NGOs and government organizations involved in literacy and NFE activities. If the task of providing educational opportunities was not addressed immediately, illiteracy will continue to multiply leading to compounding numbers of unemployed youth and adults.

As such, this project fit well within the framework of the UN strategy for assistance to Iraq as well as within the Millennium Development Goals. The project directly addressed the MDG goal related to the participation of children (Goal 2: “ensuring that all boys and girls complete a full course of primary education”). Further, the project was meant to contribute to the achievement of gender equity and equality in girls’ participation, retention and provision of relevant and quality education (Goal 3: “eliminating gender disparity in primary and secondary education”). Also, this project intended to generate employment opportunities in Iraq by offering opportunities for the participants to acquire specific training skills that could be applied in other contexts.

The Joint Needs Assessment and the National Development Strategy (NDS) analysed the status of education in Iraq in 2003. It was noted in both documents that enrolment rates decreased alarmingly and that students were dropping out from schools, mainly for economic reasons. The documents also list recommendations that aim at restoring the Iraqi education system to the level of the early 1980s, where the literacy rate was 96% of the total population. The Literacy and Life Skills Development project was designed in the year 2004 to respond to the immediate educational needs of women and girls who dropped out from schools or who had never had the opportunity to enrol in the Iraqi formal system, in order to avoid further deterioration in their educational status and to overcome the gender gap which was highest in the northern region, especially that the literacy rate back then was 20% lower for women than men.

The Literacy and Life Skills Development Project set out to address the challenges facing post-war Iraq in which the large number of out of school children and illiterate adults must learn to live together in diversity and in peace. The conceptual framework describes immediate needs for: a) literacy and productivity skills to enhance the capacity of the labor force; b) knowledge and skills to foster healthful living; c) awareness of individual rights, independent thought and decision-making in all areas of people’s lives; d) practical ways to overcome ignorance, fatalism, indifference; and e) an understanding of the value of living cooperatively and taking positive initiatives on one’s own behalf. Thus, the LLD project has been a practical program to help individuals work to their full capacity.

Project design centered around establishing five Community Learning Centers (CLCs) that would attract adult women from the economically productive age group of 18 and older. Two national surveys were carried out to determine these women’s specific learning needs as well as attitudes toward education, reasons for having dropped out of school and their level of interest in attending a CLC. Through the surveys, a list of preferred income-generating courses was developed. These included, in order of importance, sewing, computers, handicrafts, English language, food products, beauty and agriculture.

Locations for each CLC, listed in Table 3 below, were decided in collaboration with the Ministry and civil society organizations. Each site required repair and refurbishment as well as basic furnishing and equipment to make it functional. To ensure that the elements of the Project would coalesce under the difficult security environment, UNESCO collaborated with UN partners (UNOPS, UNICEF, UNIDO, ILO, and UNHABITAT) and NGOs working in Iraq (Movimondo, Armadilia, AMAR International Charitable Foundation, and Norwegian Church Aid).

A substantial amount of capacity building was included in the strategy to prepare the Ministry officials for a reinvigorated non-formal education sector, to develop primers and materials for the training programs, to prepare media programs and to review and develop policies. The various activities created several levels of beneficiaries described in Table 3 below. Though women were identified as the primary target group to receive skills and literacy training, men also derived benefits from the project.

Table 2: Project Beneficiaries

<p>I. Primary Beneficiaries (during LOP)</p> <p><u>Direct Beneficiaries:</u></p> <ul style="list-style-type: none"> • Directors of the NLRC in Baghdad, the CLCs and community representatives who received training; • Adult women enrolled in CLC literacy training and skills development classes (expected 375 students per course). • An estimated 1800 adult women and men who received literacy and peace education through semi-literates in the Marshlands from the joint UNESCO-AMAR Foundation; and • Children below 18 years who received training from Norwegian Church Aid Project. <p><u>Indirect Beneficiaries:</u></p> <ul style="list-style-type: none"> • Government professionals and employees in the refurbished CLCs who had benefited from redesigned programs and equipment; • MOE officials in NFE or other departments who benefited from equipment and supplies; and • Local Iraqi contractors, supplies and experts who collaborated in refurbishing the CLCs
<p>II. Secondary Indirect Beneficiaries (EOP to 1.5 years after):</p> <p>Ministry professionals who benefit generally from project equipment and/or from primary direct and indirect beneficiaries' new knowledge, skills and networks in their institutional units(s).</p>
<p>III. Tertiary Indirect Beneficiaries (over 1.5 years after EOP):</p> <p>Families of women enrolled in literacy and life skills development classes whose lives have been changed by greater opportunities.</p>

Sources: LLD Project Paper (July 2004) and LLD Project Completion Report

Table 3: Regions and Governorates of Project Beneficiaries

Central	North	South
Anbar	Dohuk	Basra
Babylon	Erbil	Missan
Baghdad	Kirkuk	Muthana
Dyala	Ninewa	Najaf

Kerbala	Sulaymaniyah	Thi-Qir
Qadassiya		
SalahDin		
Wassit		

BUDGET

UNDG ITF funds received:

As of 15th February 2008:

Total commitment: \$2,189,771

Total Disbursement: \$2,018,123

Amount still available as of 15th February 2008: \$40,629.

Explanation of the use of funds:

1. Staff Travel = 100% (of allocated budget for this item)
2. Personnel = 100% (of allocated budget for this item)
3. Consultants = 100%
4. Contracts = 100% (of allocated budget for this item)
5. Training = 100% (of allocated budget for this item)
6. Equipment = 100% (of allocated budget for this item)
7. Security = 31% (of allocated budget for this item)
8. Agency Management Support = 92% (of allocated budget for this item)

Approved budget revisions:

- I. The first budget revision was approved on 13 December 2006. This revision included transferring \$75,000 from the budget line allocated for equipment to the one allocated to training.
- II. The second budget revision was approved on 25 March 2007. This revision included transferring money from several budget lines to the budget line allocated for contracts; as follows:
 - i. Transferring \$8,000 from the budget line allocated for staff travel.
 - ii. Transferring \$90,000 from the budget line allocated for consultants.
 - iii. Transferring \$25,000 from the budget line allocated for equipment.
 - iv. Transferring \$22,000 from the budget line allocated for miscellaneous.
- III. The 3rd budget revision was approved on 25th November 2007. This revision included transferring funds from the budget line allocated for contracts to two budget lines; the first is the budget line allocated for staff travel and the total transferred amount = \$967, and the second is the budget line allocated for training, while the total transferred amount = \$52,902.

Other funding sources available to the project:

The project benefited from only \$20,000 while contracting the Ministry of Education in Baghdad to undertake the Needs Assessment Survey on Non-formal Education and literacy status in Iraq. The money was taken from UNESCO core funds.

Human Resources:

Number, type, and level of staff used for the project in two categories national and international:

National staff (programme):

6 National Staff NO levels partially co-shared with other projects

9 National Staff GS levels partially co-shared with other projects

1 National Staff GS level full time

International Staff

1 Project Manager based in Amman (full time)

Project Assets:

For a list of assets purchased under the project and at its disposal, refer to annex 2.

IMPLEMENTATION

UNESCO implemented the project inside Iraq with limited human resources on the ground. The project was designed to respond to literacy and NFE needs even if security issues prevented international staff from working in Iraq. Making use of innovative collaborative approaches with partners, the UNESCO team worked with hundreds of institutions inside and outside Iraq to provide supplies, services, policy advice and capacity building. The implementation depended on national experts, local contractors, and NGOs thereby building capacity and providing income-generation opportunities.

UNESCO's team of programme monitors inside Iraq has played a crucial role in the follow-up on activities that relate to the rehabilitation of the centres' buildings, receipt of equipment and furniture, as well as liaising with the MOE to obtain necessary information in a timely manner. In addition, the monitors performed regular visits to the project sites, providing comments and reports on the progress of certain activities handled by the MOE. As for refurbishment of the centres, UNESCO hired a consulting firm to monitor the progress of the rehabilitation works and provide monthly reports. In some cases, UNESCO would request NGOs to monitor certain activities being implemented in some districts that are considered highly-tensioned and where UNESCO monitors are not capable of accessing due to security considerations.

The purchase of furniture was done locally in Iraq. As for the equipment, all procurement was subject to international competitive bidding processes. Due to time constraints and the need to procure some tools locally in Iraq, the procurement of the third batch of equipment was handed over to UNOPS.

Main international and national implementing partners involved, their specific roles and responsibilities in project implementation and their interaction with the agency:

Ministry of Education and Directorates and Governorates of Education:

MOE and DOEs cooperated with UNESCO in several aspects, mainly:

- Identification of sites for setting-up the NLRC and CLCs in the three targeted governorates.

- Nomination of directors for these centres.
- Nomination of officials and community members for participation to capacity building programmes within the project.
- Receipt and verification of goods and supplies procured by UNESCO.

UN Partners:

- UNOPS: Assisted UNESCO in the procurement of the third batch of equipment for income-generation skills.
- UNICEF: was not an implementing partner, however, being the Sector Coordinator, it played an important role in following-up on the project and ensuring that no overlap with other agencies occur during implementation. It also recommended several NGOs that could be helpful to the implementation of the project.
- UNIDO, ILO and UNHABITAT: Although not an implementing partner, cooperation and coordination is ensured within the cluster activities.

NGOs:

- Movimondo undertook the Needs Assessment Survey on Non-Formal Education and Literacy status in Iraq, due to its network inside Iraq. The assessment was conducted during 2005.
- Armadilla undertook a needs assessment on out-of-school children in Iraq. This survey was conducted in 2006 and the final report is available with UNESCO.
- AMAR International Charitable Foundation is co-implementing with UNESCO an activity on Literacy and Peace Education in the Southern Marshlands, targeting adult illiterates and semi-literates.
- Norwegian Church Aid: is implementing an activity in Basra that aims at establishing a Youth Centre for children aged 7 – 14 years in order to provide them with the opportunity to undertake literacy classes and learn some vocational skills.

The procurement of equipment and furniture were subject to UNESCO's manual and procedures of bidding processes. For contracts amounting to more than US\$100,000, the proposals were examined by the Contracts Committee established at UNESCO Headquarters. Upon obtaining the approval, UNESCO Iraq Office moves to the contracting stage. As for the third batch of equipment, UNESCO decided to hand over the procurement to UNOPS as indicated earlier.

A Needs Assessment Survey was designed to collect basic quantitative data and qualitative information as a means for developing a national policy document as well as for planning the future activities in other governorates. Specifically, the needs assessment survey on Literacy and NFE status in Iraq was to identify and respond to the educational needs of illiterate and semi-literate population groups (aged 18+). UNESCO completed the needs assessment survey on NFE/literacy status in Iraq using diverse samples from households in the north, centre and south of Iraq with particular emphasis on urban, semi-urban, rural and remote rural areas.

IV. Project Outputs

The Project aimed at empowering girls and women and equipping them with income-generation and life skills that will lead to job creation and self-confidence. Unfortunately, no figures are available regarding long-term and short-term jobs created as the learning centres are not yet operational. However, the holistic approach of the project seeks to encourage women's participation in the community in order to demolish the gender gap.

Through this project and through the component on Peace Education and Literacy, the semi-literate and illiterate people in the Southern Marshlands were given lessons in human rights, freedom of expression, peace and democracy, etc. This project has been trying to tackle most of the cross-cutting issues and matters that need to be treated in the Iraqi context. Environment issues are tackled within the life skills programme to enhance the community's awareness of preserving the environment and environmental responsibility.

Consequently, the project's aim was to address the needs of semi-literate and illiterate girls and women belonging to the most disadvantaged and marginalized population groups, through provision of literacy classes and life and income-generating skills to empower women and girls and assist them start their own small businesses or enable them to get some job opportunity. In this regard, UNESCO procured equipment related to six income-generating skills; as follows: beauty parlour, dairy/food processing/production, computer skills, English language, sewing and painting. The Project also contributed to building the capacities of MOE staff in planning and managing the non-formal education and literacy programmes through several capacity building workshops and study tours organized throughout the project duration.

Against all difficulties that faced the implementation of the Project due to the security situation and delays encountered in the decision-making at the MOE level, the project was able to deliver the activities and achieve the desired outputs. The project was able to establish five community learning centres that have just started operating and receiving students. The centres were established to cater to the learning needs of adult illiterate and semi-literate girls and women. However, centres are receiving requests from employees in the communities to follow computer courses to enhance their performance at work. The centres are attracting attention of their communities and continue to be financially supported by the Ministry of Education in Iraq, as they seem very promising. No major adjustments were made in the strategies, targets or key outcomes and outputs. Moreover, no additional funds are required under the current project; however, UNESCO shall request more funding for the implementation of the above action plans in the near future.

In close collaboration with the government and NFE/literacy stakeholders, outputs for the Project include:

1. A National Literacy and NFE Resource Centre (NLRC) will be established along with a set of programmes of non-formal education to ensure the sustainability of the five pilot Community Learning Centres;
2. Development of literacy and livelihood skills, enhancing local capacity, generation of gainful employment and an entrepreneurial culture;
3. Multi-media literacy training materials developed especially by involving media and developing existing projects;
4. National/sub-national networks strengthened;
5. Holistic information on literacy and NFE experiences and development opportunities; locally specific development needs of the poor assessed;
6. Local and national facilitators of community-based literacy and NFE programmes trained and re-trained;

7. Consolidation of on-going literacy and NFE programmes and initiation of innovative pilot projects and;
8. Advocacy programmes and campaigns utilizing national and local media to assure socio-economic transformation and empowerment of adult women in addressing the right to education that seeks to generate partnership towards democratic change and for raising and seeking technical and financial commitments.

Project Outcomes include:

- A National Literacy and NFE Resource Centre (NLRC) established along with a set of programmes of non-formal education to ensure the sustainability of the five pilot Community Learning Centres (CLCs);
- Development of literacy and livelihood skills, enhancing local capacity, and generation of gainful employment and an entrepreneurial culture;
- Advocacy programmes and campaigns utilizing national and local media to ensure socio-economic transformation and empowerment of adult women in addressing the right to education and partnership towards democratic change.

Once the centres are fully operational, literacy and life skills and income-generating classes will be opened in order to empower women and help them start their own small businesses or assist them to be involved in the labour market.

Up-to-date, the main beneficiaries of the project are the immediate beneficiaries of the study tours and training programmes included in the project. Those trainings included:

1. Training on the Techniques of Planning and Managing NFE programmes, CLCs and NLRC.
2. Training on the development of advocacy materials and literacy primers.
3. Training of NFE facilitators, animators, community leaders and volunteers.
4. Study tour to India, Thailand and Jordan for better exposure to best practices in NFE and literacy field.
5. Expert Group Meeting to formalize the National NFE Policy Paper for Iraq.

The main beneficiaries of the above listed training programmes are the Director of the NLRC and Directors of the five CLCs targeted in the project.

Main activities undertaken and impacts include the following:

Output 1:

National Literacy and NFE Resource Centre (NLRC) established along with a set of non-formal education programmes and five pilot Community Learning Centres.

Activities undertaken include:

Refurbishment of the NLRC and 4 CLCs sites: This included fixing the electrical points, white-washing, fixing sewage systems and water supplies. The fifth CLC was not accessible due to prevailing security situation. However, MoE committed itself to rehabilitating the centre on its own.

Procurement of necessary furniture and equipment to the centres: The equipment was identified by the MOE in accordance with the income-generation skills, which were determined for each CLC. This included computer laboratories, sewing, food production,

beauty parlors, painting and English Language. Final distribution from central warehouses to the centres was done in March 2008. A training cadre was appointed in each CLC. The CLCs are now inaugurated and have just started operating.

The CLC in Al-Muthanna was officially inaugurated on 1st March 2008 in the presence of representatives from the governorate council and representatives from the MOE and its DOE in Al-Muthanna. The centre is operational and is targeting the following number of beneficiaries per income-generating skills:

- 60 students for sewing.
- 45 students for computer skills.
- 27 students for literacy classes.
- 18 students for beauty parlour.
- 12 students for food processing.

The CLC in Dyala: The centre was inaugurated on 13th March 2008.

The CLC in Resafa 2: The rehabilitation works were suspended due to the security situation. Accordingly, it was decided that the CLC be based in the NLRC (Baghdad) and accordingly the equipment and furniture were installed there.

The CLC in Resafa 1 was fully rehabilitated. However, during clashes with MNF-I, considerable damage was done to the Centre for which rehabilitation shall cost 23.44 million Iraqi Dinars. In this regard, funding has been requested from responsible entities to compensate for the damage.

Output 2:

Development of literacy and livelihood skills, enhancing local capacity, generation of gainful employment and an entrepreneurial culture.

Activities undertaken include:

The CLCs aim to enhance the skills of the semi-literate and literate population groups. Adults, particularly women in the economically active age-group, will be the target beneficiaries of the literacy, livelihood skills, income generation and poverty reduction projects.

Additionally, a Youth Centre was established in Basra in cooperation with the Norwegian Church Aid that provides literacy and skills-development programs to children aged 7-18. The main objectives of this programme are to:

- support the integration between non-formal and formal education by providing youth with resources that are not available in the state schools;
- equip youth with skills that correspond with the market needs such as ICT and fluency in English;
- eliminate illiteracy among children, especially those who live in the Marsh areas;
- provide youth with employment and help them secure their future;
- protect children's welfare, development and health and promote child rights;
- involve the community and parents by inviting them to the centre's monthly events and;

- assist Iraqi children in communicating with their peers across borders by linking the centres in Basrah with a similar one in Jordan.

In cooperation with the AMAR International Charitable Foundation, UNESCO has also been implementing the "Literacy and Peace Education" programme in the southern marshlands since 2006. This activity has been formulated within the objective to develop (at both national/local levels) appropriate and effective responses to address peace education and the urgent and immediate basic learning needs of the Iraqi people, piloting in the Marshlands as a first step. The focus of the project was the provision of peace education and learning opportunities to adult illiterates (and semi-literates aged 18 years and above). Following the successful implementation of a first phase beginning 1 September 2006 which benefited around 1,800 students, another two phases followed to build on initial progress. In the fall of 2007, the beneficiaries sat for official exams and are supposed to obtain official certificates for completion of primary education by the Iraqi MOE.

Output 3:

Multi-media literacy training materials developed.

Activities Undertaken include:

Organization of a training workshop on the development of literacy primers and advocacy materials in Cairo during March 2006. The workshop benefited 25 participants including the Directors of the CLCs and the Director of the NLRC.

Output 4:

National/sub-national networks strengthened.

This has been ensured throughout the activities of the project's implementation. The Community Learning Centres will be opened in cooperation with and ownership of communities. The project seeks to build strong networks of literacy and NFE programmes with NGOs, government organizations, international agencies and public institutions (such as libraries). The National Literacy Resource Centre will restore linkages with its sister organizations in Baghdad, Samawah and Dyala and eventually in other governorates to share and improve experience in literacy activities. Additionally, this project will increase people's ability to access learning materials, thus strengthening networks through empowering people to share views, discuss problems/issues and find common solutions.

Output 5:

Holistic information on literacy and NFE experiences and development opportunities; locally specific development needs of the poor assessed.

Activities Undertaken include:

A needs assessment survey on Literacy and NFE status in Iraq was conducted during 1st July 2005 until 31st October 2005 in order to identify and respond to the educational needs of illiterate and semi-literate population groups (aged 18+).

Output 6:

Local and national facilitators of community-based literacy and NFE programmes trained and re-trained.

Activities Undertaken include:

This activity was completed in July 2006. It involved the organization of a training workshop in Cairo during July 2006 in order to train NFE facilitators, animators and volunteers on managing NFE programmes in Iraq. About 17 Iraqi persons participated in this workshop, including the directors of the CLCs and the director of the NLRC.

Output 7:

Consolidation of on-going literacy and NFE programmes and initiation of innovative pilot projects.

Activities Undertaken include:

As the centres have just started operating, this output will be realized shortly.

Output 8:

Advocacy programmes and campaigns utilizing national and local media to raise awareness about literacy and to support empowerment of adult women in addressing the right to education.

Activities Undertaken include:

Advocacy materials were prepared with consideration given to the Iraqi context. These materials comprise posters, leaflets, T-shirts and video and radio spots. However, only T-shirts and posters were finalized and delivered to both Baghdad and Kurdistan for use during the celebrations of the International EFA Week during the last week of April 2008. The same materials, in addition to the video and radio spots, will be used at a larger scaled in raising awareness throughout Iraq on the importance of literacy.

V. Lessons Learned and Recommendations

LESSONS LEARNED

- There was a high degree of cooperation between the UIO project managers acting as the implementing agency and the NGOs working in the field. Even after encountering successive obstacles that resulted in the destruction of and damage to some of the community sites, the UNESCO team continued their forward momentum. In addition, the progress and achievement of the LLD Project exemplifies how important persistence combined with effective collaboration with local committed groups is when working in a conflict zone.
- Similar to the statement about is that success in achieving goals is closely related to commitment. In the case of LLD the determination on all sides to providing opportunity for the most marginalized and therefore the hardest to reach has paid dividends in achieving functioning CLCs.
- Project design and selection of activities must be based on sound research as in the case of the 2005 surveys that contributed to the practical curriculum/courses offered in the CLCs.

- Working with grassroots organizations and NGOs that are established in local communities provides a ready access to local populations that might otherwise be resistant or suspicious of changes proposed by an outside group.
- As a follow-up to this project, UNESCO is planning on strengthening the existing project and expanding its scope to include the establishment of more community learning centres throughout Iraq. This intent is well expressed in the Joint Programme (pipeline project) which was endorsed by the Education Sector Outcome Team. This programme was planned for joint implementation with UNICEF (Lead Agency), UN-HABITAT, UNIFEM, WHO and UNAMI/Human Rights Office, however, it is still pending the approval of the Peer Review Group, undg ITF Steering Committee and the Iraqi Strategic Review Board (headed by the Ministry of Planning).

The **B1 –08 Literacy and Life Skills Project** has been ongoing for the last three years due to delays in implementation stages. These delays and variations were due to the following factors:

- The prevailing security situation in Iraq restricts MOE and UNESCO staff movement. One CLC was seriously damaged during fighting involving MNF-I forces right after completion of its rehabilitation, while another CLC was not accessible for security restrictions and accordingly, could not be rehabilitated. However, it has been agreed with the Ministry of Education to handle the rehabilitation works, as UNESCO already procured equipment and furniture for the benefit of the centre.
- The continuous delay in the decision-making process as well as regular turn-over at the MOE. This factor excluded the possibility of field visits to the sites of the NLRC and CLCs during the first year of the project. As a result, there were substantial delays in the identification of the sites and their need for minor repairs.
- Some logistical problems have been encountered with regard to the bidding process for rehabilitation of the centres.
- MOE central warehouses have often been overloaded with equipment. Accordingly, UNESCO had been requested to delay the delivery of the last batch of equipment, which affected negatively the timely implementation of the project and its implementation rate.
- Several delays in the distribution of all equipment and furniture to the five targeted centres in the project. The distribution was agreed to be under the full responsibility of the MOE. However, the delay in this activity pushed back the whole project's timeframe. UNESCO continues to monitor the progress of this activity closely. The MOE recently informed UNESCO that most of the equipment and furniture have been distributed and that this activity's completion is anticipated by end March 2008.

RECOMMENDATIONS

It is recommended that the following actions in the field of literacy include the following:

1. Policy Development:

- Prepare a National Literacy Policy with a cross-sectoral basis that fosters human rights and the empowerment of learners.

- Develop synergies between formal and non-formal education and promote continuing education opportunities for optimizing access to, and retention and use of literacy skills within the framework of lifelong learning.
- Implementation of Literacy Assessment and Monitoring Programme for Iraq (LAMP)

2. Advocacy and Campaigning:

- Undertake advocacy campaigns supported by the media to sensitize the public on literacy and demonstrate its impact on the well-being of individuals, communities and nations.
- Develop communication strategies in collaboration with the media, through newspapers, radio and television.
- Promote education as a human right and literacy as a key component, through creating awareness.

3. Human Resources Capacity Building:

- Address the deficit of qualified personnel through training of trainers, literacy facilitators and supervisors.
- These programs will be undertaken through learner-centred, learning-by-doing and participatory techniques. The adaptation of regional resources and training packages, exchange of experiences and networking will be facilitated.
- Use evening class teachers in teaching students enrolled in CLCs.

4. Learning Materials:

- Development and provision of learning materials, teaching guides, and training manuals.
- Provision of reading materials in the CLCs to be accessible for all learners.

5. Literacy and Development:

- Promote life skills through literacy training and capacity building courses, including both psycho-social and generic skills.
- Develop existing CLCs and establish more CLCs across the country.
- Promote the use of applied/appropriate technology, including ICTs.
- Develop TV literacy programmes.
- Popularize science and technology in rural areas, particularly for health, environment protection and rural extension and development.

6. Establishing Best Practices:

- Undertake research and review at the international level on the state-of-the-art of literacy in cooperation with universities, other research institutes and the UNESCO Institute for Lifelong Learning (UIL).
- Organize a study tour to Morocco and other countries for better exposure on good practices in Literacy Assessment and Monitoring Programme (LAMP) and Literacy Initiative for Empowerment (LIFE) initiatives for future initiation and adoption in Iraq.

7. Building Partnerships:

- Lobby decision-makers for greater investments in literacy using research results and best practices which demonstrate the positive impact of literacy on development and its potential economic return.
- Support NGOs activities in literacy and income-generating projects.
- Identify non-traditional partners such as youth organizations, unions, women's associations, universities (UNILIT initiative), evening class teachers and others.

- Build partnership with other UN agencies, international NGOs, bilateral and multi-lateral donors, regional institutions, etc.

VI. Annexes

Annex 1 Key Performance Indicators – Log Frame Matrix

Objectives	Measurable indicators	Means of verification	Outcomes
<p>Development Objective</p> <p>* To provide learning opportunities to adult illiterates with particular emphasis on girls and women.</p> <p>* Strengthening personnel and institutional capacities at all levels in policy design, implementation, monitoring and evaluation of literacy and NFE programmes.</p>	<p>The quantitative ways of measuring or qualitative ways of judging utilised to indicate achievement of objective</p> <p>* Participation Rate</p> <p>* Unit cost per adult learner</p> <p>* Number of NFE staff trained</p>	<p>Methods and sources used to quantify or assess indicators</p> <p>MOE records NLRC records</p> <p>Community interviews</p> <p>Literacy learners</p>	<p>Key project outcome against agreed benchmarks including the JNA and NDS where possible</p> <p>* Reduction in adult illiteracy rate</p> <p>* Establishment of 5 CLCs and NLRC</p> <p>* Production of 5 training manuals</p>
<p>Immediate Objectives:</p> <p>Several illiterate girls and women have joined the literacy classes in the CLC and are acquiring vocational skills</p>	<p>Quantitative ways of measuring or qualitative ways of judging timed achievement of purpose</p> <p>* Participation Rate</p> <p>* Unit cost per adult learner</p> <p>* Number of NFE staff trained</p>	<p>Methods and sources to quantify or assess indicators</p> <p>MOE records</p> <p>NLRC records</p> <p>Community interviews</p> <p>Literacy learners</p>	<p>Key outcomes against each objective</p> <p>* Reduction in adult illiteracy rate</p> <p>* Establishment of 5 CLCs and NLRC</p> <p>* Production of 5 training manuals</p>
<p>Outputs :</p> <p>Equipment for 5 income-generation skills in each CLC</p> <p>Production and distribution of Literacy advocacy materials</p> <p>Establishment of the National Literacy Resource Centre as the nodal point for NFE planning</p>	<p>Quantitative ways of measuring or qualitative ways of judging timed production of outputs</p> <p>No. of titles produced and distributed</p> <p>No. of jobs created</p> <p>Draft National NFE policy prepared</p>	<p>Methods and sources to quantify or assess indicators</p> <p>MOE records.</p> <p>CLCs records</p> <p>NLRC records.</p>	<p>Key outcomes against projected outputs</p> <p>* Reduction in adult illiteracy rate</p> <p>* Establishment of 5 CLCs and NLRC</p> <p>* Production of draft NFE Policy</p>

Annex 2 Project Costs

CATEGORY	UNDG ITF approved budget	Actual COST	Percentage of Approved	Budget Revision approved on 25 th November 2007	Percentage of revision
1. Personnel • including staff and consultants	\$301,400	\$211,325	100%	\$211,400	70%
2. Contracts • including companies, professional services, grants	\$636,000	\$834,869	100%	\$834,869	131%
3. Training	\$220,000	\$242,098	100%	\$242,098	110%
4. Transport					
5. Supplies and commodities	\$211,800	211,800	100%	\$211,800	100%
6. Equipment	\$566,770	466,721	100%	\$466,770	82%
7. Travel	\$40,200	\$31,232	100%	\$31,233	78%
8. Security	\$41,000	\$12,569	31%	\$41,000	100%
9. Miscellaneous	\$70,000	\$47,951	100%	\$48,000	69%
10. Agency Management Support	\$143,230	\$131,205	92%	\$143,230	100%
Total Expenditure	\$2,230,400	\$2,189,771	98%	\$2,230,400	100%