

United Nations Development Group Iraq Trust Fund
Project #: B1-33
Date and Quarter Updated: 1 April – 30 June 2011 (2nd Quarter 2011)

Participating UN Organisation: UNICEF (Lead agency), UNESCO, UNHABITAT, WHO, UN Assistance Mission for Iraq (UNAMI) Human Rights Office (HRO) and UNIFEM	Sector: Education
Government of Iraq – Responsible Line Ministry: Ministry of Education (Lead Ministry), Ministry of Health (Central Level and Kurdistan), State Ministry of Women Affairs (Baghdad and Kurdistan), and Ministry of Human Rights	

Title	Supporting efforts of the Government in developing the capacity of the Iraqi Education Sector/Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting Education for All (EFA) goals.				
Geo. Location	National, Salaheldin, Suleimaniyah, and Thi-Qar				
Project Cost	US\$ 12,461,062				
Duration	15 Oct 2008 – 15 Oct 2011 (36 months)				
Approval Date	7.10. 2008	Starting Date	15.10. 2008	Completion Date	15.10. 2010 extended to 15.10.2011
Project Description	The joint project aims at supporting the education sector in Iraq through developing the institutional capacity of the Ministry of Education (MoE) and Directorates of Education (DoEs) in policy formulation, strategic planning, service delivery, project design and management, school health and hygiene with focus on gender and human rights approaches. The project also aims at increasing enrolment and completion rates in basic education including both formal and non-formal education via the provision of conducive learning environment at 25 primary and intermediate schools by replacing old mud school structures in most deprived rural areas in Suleimaniyah, Salaheldin and Thi-Qar, with the effective involvement of school communities to ensure local ownership.				

Development Goal and Immediate Objectives
<ol style="list-style-type: none"> 1. Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector; 2. Create 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 by building 25 new schools replacing very old mud schools, and initiating school maintenance programme; 3. Improve and strengthen school health services for students in vulnerable areas including mental health services, life skills and psychosocial support interventions for teachers and students; 4. Introduce an integrated gender mainstreaming and human rights strategy at policy as well as community levels to create awareness on the importance of scaling up girls' and women's education; 5. Provide 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)).

Outputs, Key activities and Procurement	
Outputs	<ol style="list-style-type: none"> 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; 1.2 Education Management Information System (EMIS) further enhanced to address the needs in data collection, processing and analysis at all levels; 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools; 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives; 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes; 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>4.1 Capacity of MoE/DoE and community stakeholders including women leaders built on gender and human rights issues;</p> <p>4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education especially for girls and women, as well as empowerment of local communities, with the involvement of the trained stakeholders under 4.1;</p> <p>5.1 NFE policies formulated/adopted;</p> <p>5.2 MoE and DoE staff trained in various NFE textbooks development methods to design and develop learning materials for ALP and NFE for use at the DoEs and community levels;</p> <p>5.3 3 Community Learning Centres (CLCs) renovated, furnished, equipped and functional;</p> <p>5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE</p>
Activities	<p>1.1.1 Supporting the development of the national Education Sector Strategy being formulated by MoE in collaboration with the World Bank, through conducting coordination and follow up meetings (UNICEF & UNESCO)</p> <p>1.1.2 Developing training and educational material sets (package) on educational planning, policy formulation, project design and management, information management and data analysis to be used in building the capacity of MoE /DoE senior staff (UNESCO)</p> <p>1.1.3 Providing 56 Staff from Planning & Statistics Directorate at MoE/DoE (10 from MoE and 46 from DoEs) with advanced training on the utilization of EMIS data/outputs in educational planning and analysis at central and governorate levels (UNESCO & UNICEF)</p> <p>1.1.4 Developing the capacity of 43 senior staff from MoE and DoEs (3 for 6 months and 40 for 1 month) in the methods and techniques of policy formulation and strategic educational planning and management in collaboration with the International Institute for Educational Planning (IIEP). (UNICEF & UNESCO)</p> <p>1.2.1 Enhancing EMIS by adding additional modules to expand the scope of its coverage, supporting the annual school survey and providing equipment/tools needed (UNESCO & UNICEF)</p> <p>1.2.2 Training 8 technical staff from MoE on utilization of the developed EMIS software modules and other programming tools (UNESCO)</p> <p>2.1.1 Designing and establishing 25 new model schools to replace old mud schools in the 3 selected governorate through the active involvement of community and Parent Teacher Associations (PTAs) benefiting 7,500 primary and intermediate students (UNHABITAT 12 schools & UNICEF 13 schools).</p> <p>2.1.2 Providing school furniture, teaching learning materials, recreation materials, and school sanitation kits for the same 25 schools (UNICEF 13 schools & UNHABITAT 12 schools).</p> <p>2.2.1 Building capacity of school community/PTA through involvement in the design and implementation processes to ensure participation and ownership (UNICEF & UNHABITAT)</p> <p>2.2.2 Training 36 DoE engineers on school design, asset management and maintenance and monitoring of building conditions (UNICEF & UNHABITAT)</p> <p>2.3.1 Prepare an effective plan on asset management and school maintenance programme and implement the plan for 50 schools in the selected governorates. (UNICEF & UNHABITAT)</p> <p>3.1.1 Training and school activities on (school sanitation, hygiene, health promoting schools and school health screening) (WHO)</p> <p>3.1.2 Supporting Directorate of Health (DoH) and DoE staff to conduct the environmental school assessment and school health screening (WHO)</p> <p>3.1.3 Social mobilization, production of IEC materials, and conducting advocacy meetings for community, parents, PTAs and religious leaders (WHO)</p> <p>3.1.4 Supporting health education and screening, in addition to visual hearing aids. (WHO)</p> <p>4.1.1 Building the capacity of 100 MoE and DoE staff, women leaders and community members (UNIFEM)</p> <p>4.1.2 Supporting 10 local NGOs for gender sensitive planning and integrating human rights based approaches to enhance their participation in planning and implementation processes (UNIFEM & HRO)</p> <p>4.2.1 Launching advocacy and awareness campaigns on gender and human rights issues and on the importance of education, especially girls' education and female literacy, and developing promotional material for dissemination through various media channels (UNIFEM & HRO)</p> <p>4.2.2 Developing and disseminating teaching/learning materials on women's, children's and minorities' rights to education (UNIFEM)</p> <p>5.1.1 Formulating a national NFE Policy in cooperation with MoE including conducting a workshop (UNESCO & UNICEF).</p> <p>5.2.1 Designing, developing, and distributing 6 sets of teaching/learning materials for ALP and NFE (UNESCO & UNICEF).</p> <p>5.2.2 Conducting a training workshop for 18 MoE officials on modern methods of textbook development (UNESCO & UNICEF)</p> <p>5.3.1 Renovating, furnishing and equipping 3 CLCs (one in each selected governorate) in NFE, serving 1000 illiterate adults (during the first course) including provision of life skills training material (UNESCO)</p>

	5.3.2 Launching a national literacy campaign, including designing and printing various advocacy material (UNESCO & UNICEF)
Procurement (major items)	<ul style="list-style-type: none"> • Student and teacher desks and chairs, sanitation kits, recreational kits, first aid kits, and visual hearing aids for 25 mud schools • Furniture and IT equipment for MoE/DoEs planning departments, and project management team • Furniture and equipment for 3 CLCs. • WHO: Procurement of 200 screening audiometers and 500 snellens chart

UNICEF

Funds Committed	\$ 4,533,749	% of approved	91%
Funds Disbursed	\$ 3,232,103	% of approved	65%
Forecast final date	15 October 2011	Delay (months)	12 months

UNESCO

Funds Committed	\$ 1,115,119	% of approved	65%
Funds Disbursed	\$ 1,094,816	% of approved	64%
Forecast final date	15 October 2011	Delay (months)	12 months

UNHABITAT

Funds Committed	\$ 3,674,156.83	% of approved	95%
Funds Disbursed	\$ 2,469,646.30	% of approved	64%
Forecast final date	15 October 2011	Delay (months)	12 months

WHO

Funds Committed	\$ 471,963.00	% of approved	58%
Funds Disbursed	\$ 333,891.00	% of approved	41%
Forecast final date	15 October 2011	Delay (months)	12 months

HRO & UNIFEM

Funds Committed	\$ 146,735.83	% of approved	33.4%
Funds Disbursed	\$ 127,415.13	% of approved	29%
Forecast final date	15 October 2011	Delay (months)	12 months

	Category	Agency	Intermediate (1 year)			Final (2 years)			No. of Beneficiaries (Current Status)	
			No. of Beneficiaries			No. of Beneficiaries			No. of beneficiaries (Actual)	% of planned final beneficiaries
			M	F	T	M	F	T		
Direct Beneficiaries	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200	212 (M178; F40)	101.5%
	Illiterates	UNESCO				300	700	1000		
	Primary and intermediate student	UNICEF & UN-HABITAT	4060	3072	7132	8300	7500	15800		
	Students	WHO	700	300	1000	2000	2000	4000		
	Teachers	UNICEF & UN-HABITAT	254	202	456	310	270	580		
	Teachers	WHO	80	70	150	200	100	300		

	100 officials DoEs, MoE, DoHs , SMOWA, the directorate of human rights in addition to women activists and community leaders	UNIFEM	32	33	65	50	50	100		
	10 local NGO initiatives	UNIFEM			10			10		
	Teachers, students and parents in the selected schools in the three governorates will be direct beneficiaries of the campaign implemented by UNIFEM	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD		
	Health professionals	WHO	60	40	100	110	90	200	150 doctors and nurses	75%
Sub-total (Direct)			5280	3737	9027	11420	10760	22190		
Indirect Beneficiaries	Communities for the literacy campaign - Households in Thi-Qar, Suleimaniyah and Salaheldin	UNESCO	3000	6000	9000	5000	20000	25000	30,000 Beneficiaries of Advocacy Campaign for Celebration of International Literacy Day 2009-2010	
	Employment opportunities (person/day)	UNICEF & UN-HABITAT	70000	TBD	70000	110000	TBD	110000	(UN-HABITAT) Construction jobs: 1000, Local Contractor: 11, Supplier: 2, Transportation jobs: 50	
	Hired contractor for transportation	WHO	10	-	10	20	-	20	Transportation contractor: 1 Drivers: 22	100%
	The community around the schools will be targeted during the media campaigns	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD		
	The beneficiaries which will be targeted by the local NGOs	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD		
Sub-total (Indirect)			73010	6000	79010	115020	20000	135020		
Total Beneficiaries			78290	9737	88037	126440	30760	157210		

Quantitative achievements against objectives and results	% of planned	
<p>Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector (UNESCO & UNICEF)</p>	<ul style="list-style-type: none"> • 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; • As part of the coaching activities towards the development of the National ED Strategy, first draft of chapter 3 including ED policies has been sent to UNESCO in May 2011. Revised chapter and comments were submitted by UNESCO's experts to focal points within Government of Iraq (all concerned ministries). • Within the framework of EMIS new modules, UNESCO conducted training on "SQL reporting services" in Erbil for for 10 MoE programmers (5 from Baghdad and 5 from Erbil) during 13-17 May 2011. The training increased knowledge of the MoE programmers in producing statistical reports using the new EMIS software. 	75%
<p>Create 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 by building 25 new schools replacing old mud schools, and initiating school maintenance programme (UNICEF & UN-HABITAT)</p>	<ul style="list-style-type: none"> • For the construction of 13 schools by UNICEF: <ul style="list-style-type: none"> - Suleimaniyah: Construction of three schools was completed, while the rest of the two schools are at the final stages with 99% and 90%. - Salaheldin: construction of two school was completed, the rest of the two schools ongoing (both 98%) - Thi-Qar: construction of three schools complete, and one school at the stage of 85% completion. • Procurement of furniture for students in 13 schools as well as other school furniture for 25 schools has been completed, and delivered. • For the construction of 12 schools by UN-HABITAT: <ul style="list-style-type: none"> - Suleimaniyah: Construction work of three schools in Suleimaniyah was completed, while the progress of the works for the fourth one reached to 88%. - Salaheldin: Construction works of one school in Salaheldin was completed, the second reached 92%, the third school has reached to 63% and the fourth school has reached 31%. The works are ongoing. - Thi-Qar: The construction works of three schools in Thi-Qar was completed, while the fourth reached 94%. • The procurement process for the school furniture for 12 UN-HABITAT schools has started. In Suleimaniyah, the supplier had started the production and 288 desks out of 600 were delivered to DOE warehouse, while for Salaheldin the supplier had submitted a sample to MOE for approval. It is still waiting for MOE's approval. For Thi-Qar, it is under re-bidding. • UN-HABITAT and UNICEF facilitated a training of trainers' workshop in Erbil between 22 and 25 January for 9 MOE supervisors and engineers on school maintenance. UN HABITAT will conduct a workshop to train 8 engineers to start the pilot project on the school maintenance for 12 schools in the three Governorates for the period 25-26 July 2011. • UNICEF has established a new partnership with International Rescue Committee (IRC) for the school maintenance strategy at the school/community level in Suleimaniyah and Salaheldin. IRC is going to activate Parents Teachers Association (PTAs), who are going to develop School Improvement Plans (SIPs) for each school, where school-based school maintenance will be planned and implemented. UNICEF is preparing a similar partnership with another organization for Thi-Qar. 	90%
<p>Improve and strengthen school health services for students in vulnerable areas including mental health services, life</p>	<ul style="list-style-type: none"> • WHO supported four training courses on psychosocial support and mental health first aid for doctors and teachers working in the targeted are of the selected mud schools in Suliamania,,Theeqar and Salahaldeen. The total number of doctors and 	80%

<p>skills and psychosocial support intervention for teachers and students (WHO)</p>	<p>teachers trained were 120 from DoH and DoE.</p> <ul style="list-style-type: none"> • Eight Advocacy meetings for 72 community leaders and parents on raising awareness about health and hygiene. • Distribution of 200 snellens chart for visual examination of students at the three governorates to be used in the students screening • Screening for nutritional status of students at primary schools as ppart of the diet and physical activity project and for early detection of nutritional problems among students. 	
<p>Introduce an integrated gender mainstreaming and human rights strategy at policy and community levels to create awareness on the importance of scaling up girls' and women's education (UNIFEM& HRO)</p>	<ul style="list-style-type: none"> • UNWomen finalized the guidelines on how to increase girls' enrolment in schools in the three selected governorates .UNWomen is in the process of printing the guidelines and distributing it at the governorate level. • UNWomen conducted a two days advocacy workshop in Baghdad between 30-31 May for 36 participants from MoE, DoE in the three governorates, SMOWA, and Ministry of Labour and Social Affairs (MOLSA), MoC, Parliament, the provincial council in the three governorates , media ,community leaders and civil society organizations. The workshop aimed at strengthening the capacities of the participants to able to support the launching of the advocacy and awareness campaigns on the importance of scaling up girls' and women's education. By the end of this workshop the participants were able to agree on the objectives, activities, unified messages of the campaigns and the type and the time frame of each activity. The following recommendations were also agreed upon : <ul style="list-style-type: none"> ✓ The importance of involving the community and tribal leaders in the campaigns. ✓ The importance of building alliances with local media on the issue of girl's education. ✓ Department of Education in each governorate should be a major partner in the implementation of the campaign. ✓ The campaign should target heads of household as they are effecting girls enrolment in schools and drop outs. ✓ Start the implementation in governorate and contact a rapid assessment to identify the gaps and then implement the remaining campaigns in Thiqar and Salaheldin. • An awareness campaign on the importance of scaling up girls' and women's education in Suleimaniyah was launched at the beginning of June 2011. The direct beneficiaries of this campaign were 1500 student from the mud schools involved in the Programme, local community and local government bodies. UNWomen conducted several bilateral meetings with all stakeholders involved in the project and with the members of the steering committee in Suleimaniyah. In those meetings the results of Baghdad meeting and the selection of the messages, posters and the type of activities were shared, finalized and agreed upon. The steering committee agreed to nominate Dr. Ali Qaradaghi, the President of the Association of Muslim Scholars as a community leader because of his interest in girls education and human rights aspects, because he is a well-respected and well-known figure in Suleimaniyah.The steering committee agreed on the following activities ,those activities were implemented during June 2011. <ul style="list-style-type: none"> ✓ Free art sessions ✓ A children's theatrical play 	<p>70%</p>

	<ul style="list-style-type: none"> ✓ Radio shows and programs ✓ Advertisements in local newspapers. ✓ Distribution of printing materials such as posters and banners • UNWomen will continue the implementation of the campaign in Suleimaniyah and will conduct an impact assessment to assess the success of the campaign. • During this reporting period UNWomen's GFP in the three governorates participated effectively in all steering committee meetings. UNWomen GFP's provided input on issues related to gender equality and provided brief about UNWomen's work at the governorates level. 	
Provide technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (UNICEF & UNESCO)	<ul style="list-style-type: none"> • Final Literacy Strategy has been validated by Moe, Prime Ministry Office and ED Committee at Parliament in June 2011. • Finalised Request for Quotations were submitted by UNESCO in May 2011 to MoE for validation including all lists of equipment for the CLCs. Procurement Process will be finalised in July 2011. 	75%

Qualitative achievements against objectives and results

- Community participation through the parents teachers associations and the provision of some supplies for the class rooms and the gardens in the reconstructed schools.
- The development of National Education Strategy is underway building on developed technical capacities within MoE / DoEs;

Main implementation constrains & challenges (2-3 sentences)

- The rainy season and the religious holidays have delayed the implementation of the students school screening as well as UN Women activities.
- The administrative changes in the ministries and provincial councils are effecting the implementation of the project activities as the new staffs are not aware of the project and they need to have full explanations before moving on with the implementation of the planned activities.