

United Nations Development Group Iraq Trust Fund
Project #: B1-34b
Date and Quarter Updated: June 2011 (2nd Quarter)

Participating UN Organisation: UNESCO, UNFPA, ESCWA (Lead Agency) **Sector:** Education

Government of Iraq – Responsible Line Ministry: Ministry of Education, Ministry of Labor and Social Affairs, Ministry of Human Rights, Ministry of Youth and Sports, in addition to the Ministry of Education, Ministry of Social Affairs, Ministry of Human Rights and Ministry of Sports and Youth in KRG

Title	Promoting civic values and life skills for adolescents (ages 12 to 19) through education				
Geo. Location	Baghdad; Salahaldin, Thi-Qar and Erbil				
Project Cost	UNDG ITF: USD 3,835,034 (UNESCO allocation USD 1,227,205)				
Duration	24 months + 12 months extension				
Approval Date	17/12/2009	Starting Date	07/01/2010	Completion Date	07/1/2012 extended to 31/12/2012
Project Description	<p>The programme aims at strengthening the institutional and human capacity of the Education Sector in Iraq to deliver quality education through the promotion of civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19).</p> <p>The promotion of civic values and life skills among the targeted beneficiaries is expected to facilitate and improve the access to education of vulnerable and marginalized groups, as well as enhance youth personal and social skills, which would place them on a better footing and enable them to pursue their own educational, cultural and later on career development schemes. This would allow an increase in personal income, improve welfare and help reduce poverty rates. Significantly, life skills activities will be geared towards assisting young people to contribute to their own protection from abuse and exploitation.</p> <p>The envisioned capacity building activities will be based on a strong institutional analytical component which will lead to the development of a specific action plan for promoting civic values and life skills on the national level. Specific educational, training and awareness raising materials and curricula will be developed in the prospect of promoting civic values within different governorates, pilot schools and institutions, that serve to reinforce a sense of “national identity”, citizenship and promote human rights - including gender equality - in Iraq.</p>				

Development Goal and Immediate Objectives

National priority or goals (NDS 2007- 2010 and ICI):

NDS 7: Improving the quality of life
7.1 Human Development (protect citizens, improve their wellbeing/ productivity and mobilize Iraq's human capital as the key ingredient for sustainable development. Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development
7.7 Education
(d) Developing a new curriculum at all levels to prepare students for the twenty first century
(f) Encourage life-long professional development of educational staff

ICI Benchmarks (as per the Joint Monitoring Matrix 2008):
ICI 4.4 Human Development and Human Security
Goal: Protect the citizens, improve their wellbeing and productivity and mobilize Iraq's human capital as the key ingredient for sustainable development (Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development)

4.4.1.3 Education (Benchmark 2: Carry out specific activities to promote adult literacy and skills training, early childhood development and life skills training)

Sector Team Outcome(s):
Outcome 1: Enhanced access to all levels of quality education with particular focus on girls

Outcome 2: Strengthened institutional and human capacity of the Education Sector to deliver quality education

Joint Programme/Project Outcome(s):

Strengthened institutional and human capacity of the Education Sector to deliver quality education

Outputs, Key activities and Procurement	
Outputs	<p>2.1 School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes</p> <p>3.1 Groups of young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate and secondary school levels as well as in community learning centres</p>
Activities	<p>2.1 Develop and test training materials/guidelines on civic values/life skills targeting teachers/education providers and civil society activists to enhance their teaching/learning abilities on promoting civic values and life skills.</p> <p>2.2 Conduct 6 training of trainers workshops that target 25 education experts at central and selected governorates' levels on the developed training materials.</p> <p>2.3 Conduct 7 follow-up sessions on TOT to assess skills of trainers and obtain feedback from the trainees</p> <p>2.5 Perform 55 training sessions targeting 824 experts at central and governorates levels by the trainers trained</p> <p>2.6 Conduct 4 training workshops for 60 civil society activists on promoting civic values/life skills through education</p> <p>2.7 Develop training materials/tools on civic values/life skills targeting public sector officials from the Ministries of Education, Labor and Social Affairs, Youth and Sports and Human Rights to deepen their understanding of and enhance their capacities in disseminating concepts mentioned</p> <p>3.1 Develop manual and toolkits on promoting civic education/life skills for training student peer educators within the formal education system and on promoting civic education/life skills in community centres.</p> <p>3.2 Conduct training sessions targeting 40 student Peer Trainers (Master trainers) on promoting national civic values/life skills.</p> <p>3.3 Conducting 40 sessions by "Master Trainers" to benefit 700 peers in selected schools in the targeted areas on promoting civic values/life skills</p> <p>3.4 Conduct a workshop involving master trainers and other stakeholders to develop educational materials /tools, including posters, brochures and TV clips on civic values/life skills to assist peer educators and promote them within the formal education system and society at large.</p>
Procurement	N/A at this stage

Funds Committed	356,012	% of approved	29%
Funds Disbursed	246,416	% of approved	20%
Forecast final date	31 December 2012 (extension request submitted)	Delay (months)	12 month

Direct Beneficiaries	Number of Beneficiaries	% of planned (current status)
Men	300	0
Women	300	0
Children	0	0
IDPs	0	0
Others (Youth)	440	0
Indirect beneficiaries	Not sufficient data at this stage	
Employment generation (men/women)	N/A	

Quantitative achievements against objectives and results		% of planned
<p>JP Output 2: GOI, and civil society have the capacity at the relevant policy, managerial and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan</p>	<ul style="list-style-type: none"> - Updated workplan and time line developed in coordination with implementing partners for completion of core materials. Agreement on outline of core modules and 5 themes based on analysis including: 1) Organisation of informal focus groups and group drafting of questionnaires and 2) design a contextualization lens for review of the core materials; - Participation in Focus Group Discussion with Students in Erbil to gather information from students to be used in development of core materials; - Informal Focus Groups organised in Baghdad in April to gather information from youth to feed in development of core materials (in lieu of information to be provided by ESCWA). Questionnaires distributed to young people in project target group age range and results analyzed for use by CLS in contextualizing the core modules; Amendments made to themes of the core module framework was based on results of FGs - Presentation of progress to 3rd Steering Committee members to obtain validations necessary - Presentation of UNFPA, UNESCO progress and UNESCO proposal for core materials, validation from SC; Endorsement of creating Technical Group and NGO Advisory Group - Partnerships strengthened with MoE concerning their role in the project, the technical committee to be established will ensure government validation of the materials and future ownership. - UNFPA and UNESCO facilitated a coordination meeting with their respective implementing partners to assess overlap and collaboration. Presentation of UNESCO and UNFPA materials development processes and status; UNESCO and UNFPA to decide common framework for life skills (same skills chosen for materials); 	25
<p>JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers</p>	<p>A focus group with youth was conducted in Baghdad to test Iraqi youth reaction to above-mentioned concepts before the next stage of the process</p>	10

Qualitative achievements against objectives and results
<p>Development of the core set of materials based on the reference matrix previously compiled is nearing completion. The core materials framework already developed constituted the foundation for the contextualization process and ensured a clear presentation of the proposed materials during the Steering Committee meeting in May. Coordination meetings with national partners have contributed to strengthen collaboration and ensure future ownership of the materials developed. The necessary steps to develop the toolkits have been set and an accelerated plan of action developed.</p> <p>Participation in the second Task Force Meeting in December 2010 has enabled the exchange of experiences and approaches in the field of civic education with the implementing partners selected by other UN Agencies as well as the Iraqi partners.</p> <p>Linkages have been established between the activities planned for 2011 in the framework of the civic values project and other programmes implemented by UNESCO in the field of teacher training to enhance synergies between the two projects.</p>

Main implementation constraints & challenges (2-3 sentences)
<p>Delays occurred in the submission of information on the materials, trainings, capacity and relevant curriculum by the Government of Iraq which have had a negative impact on the start of the material development process.</p> <p>The volatile and precarious security situation in Iraq has severely impacted the perception assessment field activities, forcing the implementation team to postpone several planned focus group discussions or meetings, and resulting in delays in the implementation plan.</p>