

United Nations Development Group Iraq Trust Fund
Project #:B1-36
Date and Quarter Updated: July - September 2011 (3rd Quarter)

Participating UN Organisation: UNESCO

Sector: Education

Government of Iraq – Responsible Line Ministry: Ministry of Higher Education and Scientific Research (MOHESR) and Ministry of Labour and Social Affairs (MOLSA) at the Kurdistan region (KRG).

Title	Improving Quality of Technical and Vocational Education and Training in Kurdistan Region				
Geo. Location	Erbil, Sulaymaniah and Dohuk				
Project Cost	US\$ 1,000,000				
Duration	18 months				
Approval Date	24.05.2010	Starting Date	26.05.2010	Completion Date	26.11.2011
Project Description	<p>The project aims at supporting the Technical and Vocational Education and Training Sector (TVET) in Kurdistan Region through developing and strengthening the institutional capacity to operate a demand driven training system of the Ministry of Higher Education and Scientific Research -Foundation of Technical Education and the Ministry of Labour and Social Affairs - Vocational Training Centers by addressing aspects of the current and future TVET system needs to deliver quality education.</p> <p>The Project seeks to enhance the capacity of human resources towards achieving quality education. It will capitalize on the achievements of UNESCO and its UN partners previous TVET projects in Iraq such as the TVET “Improving Quality and Relevance of Technical and Vocational Education and Training (B1-28)” project that was implemented in partnership with ILO and UN-HABITAT aiming at improving the skills of the labour force through developing improved programmes and services that will enhance their employment and productivity potential and create supportive environment for the growing private sector.</p> <p>The project will include an awareness campaign component to be implemented with the participating of KRG line ministries and Iraqi national media to increase enrolment in the sector by drawing attention to the essential role of the TVET sector in creating job opportunities, decreasing poverty, enhancing living conditions and developing the economy.</p>				

Development Goal and Immediate Objectives

Strengthened institutional and human capacity of the education sector to deliver quality education

Outputs, Key activities and Procurement

Outputs	<p>Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system</p> <p>Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p> <p>Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps</p> <p>Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p> <p>Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p>
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	Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development
Activities	<p>1.1 Steering Committee Coordination Meetings</p> <p>1.2 Developing training packages (guide) on educational planning, policy formulation and management, methods for flexible TVET system.</p> <p>1.3 Training 11 senior staff on educational planning, policy formulation and management, methods for flexible TVET system.</p> <p>2.1 Developing TOT training packages (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching</p> <p>2.2 Training 11 TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching</p> <p>3.1 Developing training packages on the development of modern framework for renewed programmes based on Learning Outcomes and Learning Steps.</p> <p>3.2 Training 11 educational experts on developing programmes based on Learning Outcomes and Learning Steps</p> <p>4.1 Developing two training packages on the development of curricula and textbooks for vocational programmes</p> <p>4.2 Training 11 VTC educational experts on curricula and textbooks development methods</p> <p>5.1 Developing TOT training packages on “Employability Skills”</p> <p>5.2 Training 11 TOT on teaching “Employability Skills”.</p> <p>6.1 Designing and implementing an awareness raising media campaign</p>
Procurement	None

Funds Committed	USD 285,163	28.5%of approved
Funds Disbursed	USD 233,327	23.3%of approved
Forecast final date	26 November 2012	Delay (months): 12

Direct Beneficiaries	Number of Beneficiaries	% of planned (current status)
Men	5000	0.5%
Women	1200	5.5%
Children	-	
IDPs	-	
Others	-	
Indirect beneficiaries	Technical and Vocational students Education, and community at large	
Employment generation (men/women)	(25 Male and 66 Female)	

Quantitative achievements against objectives and results		% of planned
Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system	<p>Refer to activity 1.1:</p> <ul style="list-style-type: none"> - Formulation of the steering committee for the project from all relevant stakeholders (MoHESR, FTE, MoLSA, VTC, Chamber of Commerce and Industry). - Five meetings were held for the Steering Committee, during the period July- September 2010, 2 of the meetings were attended by UNESCO Project Manager that was held in Erbil. - The Steering Committee identified the most dynamic sectors in KRG that require development of its curricula. 	50%

<p>Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p>	<p>Capacity building programme was conducted in Istanbul for 91 Participants of Faculty deans and manager of FTE with the cooperation of RAWABIT focused on:</p> <ul style="list-style-type: none"> - Delivering high quality teaching and learning - Harnessing the new technologies - Leadership and management - Employer engagement and community cohesion (including the role of colleges in a divided society) - Provision for the disabled and others with special needs. - A special strand for a women's leadership development programme 	<p>25%</p>
<p>Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps</p>	<ul style="list-style-type: none"> - The SC identified the programmes that are responsive to LM for FTE/Colleges as per the following: (a) Tourism / tourism guidance / hotel management (b) Supplementary construction / electricity / electrical installation and material. - RFP is to be announced by the procurement for designing, developing and training on the curricula mentioned above for FTE 	<p>5%</p>
<p>Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p>	<ul style="list-style-type: none"> - The SC identified the programmes that are responsive to LM for VTC as per the following: (a) Tourism and Hospitality, (b) Construction/ Plumbing, Aluminium and PVC fittings, - RFP is to be announced by the procurement for designing, developing, developing text books and training on the curricula mentioned above for MoLSA/ VTC 	<p>5%</p>
<p>Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p>		<p>0%</p>
<p>Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development</p>		<p>0%</p>

Qualitative achievements against objectives and results

UNESCO Iraq met the Ministers of Education in Baghdad and Erbil and the Minister of Higher Education in Erbil, their respective advisors, the Presidents of the Foundation of Technical Education in Erbil and Baghdad, as well as the Director Generals of Vocational Education at both federal and regional levels to coordinate the execution and implementation of both quick-impact and long-term Technical and Vocational Education projects in Iraq, particularly concerning the following issues:

- The need to improve the quality of teaching and learning including issues of curricula, teachers' training and updating, instructional methods, facilities and equipment, students' orientation and guidance;
- The need to improve the relevance of TVET to the labor market, focusing on issues of labor market demand, methods to bring employers closer to the institutes, public private partnership and labor market participation in decision making;
- The need to establish a "National Qualification Framework" which fully covers the different degrees granted in Iraq and to discuss challenges of TVET sector in particular. KRG Authorities agreed that a workshop to present a suggested general framework should be organised in partnership with UNESCO under the umbrella of the TVET KRG programme;
- The implementation of a "Training of Teachers" programme focused on TVET. On the basis of the discussions UNESCO is reviewing the planned activities concerning number of trainees, specialties, duration of training and budget/cost assessment. UNESCO is ready to provide financial support to this project partially and the remaining part is

to be provided by the institute.

- Within the framework of enhancing TVET system in Iraq, it was also agreed that a committee will be formulated to follow up with UNESCO on the proposals, implementation and budgeting of the activities.

UNESCO has also organised coordination meetings with other main actors in the field of TVET in Iraq such as the British Council and UNICEF to prevent overlapping and ensure collaboration within a common framework for action. Based on the outcome of these meetings UNESCO will realign the activities planned under the umbrella of the TVET KRG project to match the needs of the government and be in line with a national framework for action in the field of TVET.

Main implementation constrains & challenges (2-3 sentences)

The implementation of the KRG TVET project has been hampered by the wave of youth discontent and unrest that swept the country in the spring of 2011 connected to the events elsewhere in the region. In view of this situation and based on the willingness of the Kurdish and federal Iraqi authorities to realign the project with national priorities in the field of Technical and Vocational Education, UNESCO Iraq organised a series of meetings with key stakeholders in Baghdad and Erbil to ensure that the planned interventions in the framework of the project adequately respond to the needs of the country. UNESCO will need to continue to show flexibility to adapt to the changing circumstances of the Iraqi context.