



**UNDG Iraq Trust Fund
ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2011**

Programme Title & Number
<ul style="list-style-type: none"> • Programme Title: Promoting civic values and life skills for adolescents (12 to 19 years old) through education • Programme Number B1-34 • MDTF Office Atlas Number:

Country, Locality(s), Thematic Area(s) ²
National Programme Activities in 4 Governorates Baghdad; Salahaldin , Thi-Qar and Erbil Education Sector

Participating Organization(s)
UNESCO UNESCWA, UNFPA

Implementing Partners
<ul style="list-style-type: none"> • 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

Programme/Project Cost (US\$)
MDTF Fund Contribution: UNESCO: 1,227,205 USD • by Agency (if applicable)
Agency Contribution • by Agency (if applicable)
Government Contribution (if applicable)
Other Contribution (donor) (if applicable)
TOTAL:

Programme Duration (months)	
Overall Duration	36 Months
Start Date ³	17 December 2009
End Date or Revised End Date	31 December 2012
Operational Closure Date ⁴	
Expected Financial Closure Date	

Programme Assessments/Mid-Term Evaluation
Assessment Completed - if applicable <i>please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____
Mid-Evaluation Report – if applicable <i>please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____

Submitted By
<input type="checkbox"/> Name:
<input type="checkbox"/> Title:
<input type="checkbox"/> Participating Organization (Lead):
<input type="checkbox"/> Email address:

¹ The term “programme” is used for programmes, joint programmes and projects.
² Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF.
³ The start date is the date of the first transfer of the funds from the MDTF Office as Administrative Agent. Transfer date is available on the [MDTF Office GATEWAY](http://mdtf.undp.org) (<http://mdtf.undp.org>).
⁴ All activities for which a Participating Organization is responsible under an approved MDTF programme have been completed. Agencies to advise the MDTF Office.

NARRATIVE REPORT FORMAT

I. Purpose

The *Promoting civic values and life skills for adolescents (12 to 19 years old) through education* 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).

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.

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.

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

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*

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

and

JP Output 3: *Adolescents have strengthened capacities to promote civic values/life skills among their peers*

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 from May-August 2012.

Programme relation to the Strategic (UN) Planning Framework guiding the operations of the Fund/JP

The proposed Promoting civic values and life skills for adolescents (12 to 19 years old) through education Programme supports the attainment of the (i) National Development Strategy (NDS) (ii) the International Compact with Iraq (ICI) (iii) the United Nations Assistance Strategy for Iraq and (iv) and Sector Outcome Team (SOT) interventions, as detailed below:

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)

II. Resources

Of the USD 3,835,034 funded by the UNDG ITF, UNESCO was allocated USD 1,227,205 to implement 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* and specifically Output 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* as well as JP Output 3: *Adolescents have strengthened capacities to promote civic values/life skills among their peers* focusing on Output 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*

Funds Committed	567,521	% of approved	48.39%
Funds Disbursed	453,752	% of approved	39.12%
Forecast final date	31 December 2012	Delay (months)	0

Constraints

No specific financial constraints over the reporting period

Human Resources:

The project team consists of:

- Project Manager, international
- National Programme Officer, co-shared with other UNESCO programmes
- Project Assistant, national, co-shared with other UNESCO programmes

III. Implementation and Monitoring Arrangements

UNESCO and UNESCWA and UNFPA are the executing agencies for the Programme, and therefore responsible for the implementation of all programme activities, standards and procedures. UNESCO's role, as agreed upon with the line Ministries and sister UN Agencies participating in the programme, focuses on developing the capacity of the GOI and civil society at the relevant policy, managerial and operational levels to design and implement civic values/life skills education programmes in accordance with the policy-level interventions lead by ESCWA and ensuring coordination with the capacity building activities organized by UNFPA.

The project features a mixed staffing structure comprising national and international personnel. UNESCO Iraq has strengthened its presence in the field and to the extent possible all meetings are held in Baghdad and Erbil; UNESCO prioritizes workshops to occur within Iraq. International staff based in Amman takes part in regular missions to Baghdad, Erbil subject to security conditions and staff ceiling considerations. Programme staff and consultants working in Baghdad and the three target areas operate in accordance with the rules and regulations set by UNDSS/UNAMI pertaining security conditions and security of staff.

It is also to note that from the onset of the programme, focal points within the respective ministries and governorates coordinate closely with their UN counterparts in the form of regular task force meetings and bi-lateral consultations as well as through informal information sharing mechanisms.

UNESCO Iraq has adopted an approach that combines international expertise with reliance on local knowledge and capacity development of national stakeholders. In order to finalise and implement the teaching and learning and training materials in the required time, UNESCO has established partnerships with a range of international and local organizations. In order to initiate the process of development of the materials, UNESCO established a partnership with the Oxford Centre for Lebanese Studies and the Iraqi NGO Culture for All to design, complete and analyse the early assessments on the ground as well as at the international level. The result of this process in 2011 was the production of a review of 54 international programmes on Civic Values and Life Skills as well as a Focus-Group Report of 6 focus groups held in Baghdad and Erbil. Following the assessment and review stage, UNESCO developed an initial draft of the Core Materials with the Oxford Centre for Lebanese Studies building on the data acquired.

In tandem with the development process, UNESCO strengthened links with the Ministries of Education in Baghdad and Erbil through the implementation of 5 coordination missions to Iraq. The outputs of these missions included the revitalization of the role of the MOEs in this inter-agency programme, the establishment of Technical Committees in each Ministry of Education and the assignment of technical expert focal points from each Ministry. This increased coordination allowed the materials to be tied more closely to the national curriculum and crucially to the new National Curriculum Framework thus improving the sustainability of the materials under development.

Simultaneously, UNESCO also revisited the coordination between UNESCO and UNPFA in the development and implementation of materials within the framework of this inter-agency programme. As a result, UNESCO developed a Coordination Plan with UNFPA on 19 December 2011. This Coordination Plan will facilitate the use of the UNFPA materials on life-skills throughout the UNESCO teaching and learning and training materials are aligned and coherent. The plan also accommodates for the production of single output at end of project so that the MOE can be engaged with one package of teaching, learning and training materials that are coherent across all entry points of the education system whether general secondary or vocational/technical in nature.

In addition to strengthening this coordination with the Government of Iraq and UNFPA, UNESCO initiated and completed several procurement processes to set up partnerships with implementing partners inside Iraq. For any external contractor or specialized consultant brought in to implement various aspects and or activities as part of the B1-34 project, UNESCO is required to follow strict procurement procedures. These procedures resulted in the selection of Save the Children Alliance in Iraq to develop the subsequent teaching and learning materials and oversee the implementation of the TOT phase of the training. Save the Children was selected through a rigorous selection process addressing many criteria and on account of their expertise at global and national level in the area of youth programming, education and civic values and life skills training. In addition, UNESCO also undertook formal procurement process three local Iraq NGOs; Once fully selected and contracted, these three NGOs will work with UNESCO, the Ministries of Education and Save the Children to finalise the training materials and implement the piloting of these materials in the 4 selected Governorates.

Monitoring:

UNESCO has developed a monitoring and evaluation plan with the implementing partners in order to ensure that the materials and training is carefully followed and data fed back to the Ministries of Education as well as partners. In this plan, formal monitoring is completed by UNESCO, Save the Children, the Ministry of Education at local level and the local NGOs at grassroot level. Informal monitoring is also utilized through ongoing telephone calls, feedback from partners and ongoing cooperation with the Ministries of Education focal points. Monitoring also occurs through direct contact with Government of Iraq through the Task Force-Steering Committee, sister UN Agencies and International staff through an ‘open door’ policy of feedback and communication via meetings, email and telephone.

In the last quarter of 2011, UNESCO also worked to involve the inter-agency programme’s Monitoring and Reporting Officer Mr Basil Rassul in the UNESCO components. This has proven a successful mechanism for ensuring that the programme is tightly coordinated between the 3 agencies and also contributes to a more robust monitoring system.

IV. Results

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*

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

and

JP Output 3: *Adolescents have strengthened capacities to promote civic values/life skills among their peers*

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 from May-August 2012.

As the materials and training programmes for both education practitioners and youth peer-to-peer actors are inextricable in their development and implementation – the materials are inter-linked and the training programme is reliant on the same coordination and implementation mechanisms thus the following results apply to both outputs:

- Pre-validation draft of the Core Materials developed and will be sent to the Ministries of Education for review in the first quarter of 2012.
- Technical committees established within Ministry of Education in Baghdad and Erbil and actively following the project and the process of materials development in October 2011
- Initiation report developed and produced on 54 international texts and consultation with Iraqi youth in Baghdad and Erbil in February and March 2011.
- Focus Groups organised in Baghdad to inform development of Core Materials proposal, which was presented at the 3rd Project Steering Committee in April 2011.
- Coordination meetings organised with United States Institute of Peace (USIP), Norwegian People's Aid (NPA) and Iraqi local NGOs to discuss ongoing projects of each organization on human rights and civic values education, prevent possible overlaps and to explore opportunities and collaboration (NGO Coordination Meeting, 18 March 2011).
- Coordination plan established with the UNFPA on the development and piloting of Civic Values and Life-skills education materials (19-December-2011).
- Framework and implementation strategy produced and endorsed by the Government of Iraq for the remaining UNESCO teaching and learning plans through meetings in Baghdad and Erbil (October-December 2011).
- Alignment of the project and its outputs with the National Education Strategy, the National Curriculum Framework and the Public Sector Modernisation Project (October-December 2011).

Main implementation constraints, challenges and lessons learned

There have been a series of delays related to uneven timeline of implementation between agencies and on account of the nature of implementation in Iraq which forced implementing UN Agencies to request a no cost extension of the project until December 2012. Upon formation of Government, the composition of the Project Steering Committee – the project’s national oversight authority – was completely modified and new focal points of partnering ministries were nominated by the appointed Ministers. This encumbered further the coordination mechanisms and forced UN agencies to reinitiate the process of introducing the project to the new Steering Committee members, reconfirming and validating the adopted implementation strategy, as well as securing their commitment and support. The implementation of various outputs has been slow due to the continual change in key stakeholders/counterparts working in relevant Ministries, changes in project management and change in field of implementation through emergence of new Curriculum Framework have all impacted on the implementation rate of this project. In addition, the complex UN processes of procurement, although necessary for transparency and ethical intervention, are lengthy and require considerable margin.

Delays concerning the submission of information on the materials, trainings, capacity and relevant curriculum by the Government of Iraq have had a negative impact on the start of the material development process, which has to build on the existing strengths and address identified gaps. A key point in understanding the intervention context of this programme is the delicate nature of the concepts underpinning this project; civic values and life-skills education is an extremely politicised topic and relates to the definition and representation core of national identity. In Iraq, as in any (post-) conflict country, the notion of national identity and representation of national selfhood is difficult to address as it touches upon some of the most sensitive points within national politics and social demarcations of identity.

In this respect, UNESCO has worked hard to secure buy-in with the target ministries in Baghdad and Erbil on the importance of addressing this issue now in order to build consensus and establish and promote

coherent policy frameworks. This kind of negotiation and coordination between ministries is difficult but when the topic under discussion is as charged and delicate as national identity representation in education, it is time and labour intensive. Having had to being and implement this process twice with the change in focal points has caused considerable delay, however it is fortunate that now, at this point, there is both engagement and interest to cooperate and advance in evidence from all ministries on the ground.

Challenges and lessons learned include:

- identification of appropriate partners with local and international expertise and scope of capacity on the ground

UNESCO coordinated internally more closely to identify prospective partners with the NGO database established for the Literacy Development Project, and conducted several weeks of market research among partner UN agencies at centralized and field offices, as well as with other organisations before launching the Request for Proposals for the international and local partners. This step served to ensure that selection was more rigorous and prepared.

- inter-agency coordination to align materials and technical partners

UNESCO initiated and presented the Coordination Plan with UNFPA in order to re-orientate the project and the process of development of materials so that coordination is functional as opposed to occasional. This was well received by the GOI and is working well in practically improving the quality of the coordination and materials produced.

- development of meaningful and working relationship with the Ministries of Education in order to really bed down the project and work to ensure the sustainability and usefulness of the project outputs

Through a series of missions and meetings with the MOEs, the relationship with the Ministry has been more carefully revised so that the project is linked closely to the needs of both Ministries and the outputs are discussed in sustainable terms.

- alignment of the project with the current Education Sector plans including the National Education Strategy and the Public Sector Modernisation Project

New management of the project coordinated the development of the teaching and learning materials with the various educational and administrative frameworks to ensure that the outputs of this project are heavily tied to the other areas of education intervention under implementation by UNESCO and other UN agencies and other actors in the field.

As detailed above, the project implementation rate has been accelerated and will reach its expected outcome with quality outputs.

V. Future Work Plan

In 2012, UNESCO will finalise and validate the teaching and learning materials with the Ministries of Education and international and local partners before the end of the May 2012. The summer period will see the implementation of the piloting of these materials with more than 1000 teachers, NGO workers and young people in the selected Governorates across Iraq. In the last quarter, UNESCO will lead the evaluation process of the materials in coordination with UNFPA in order to produce on final package of teaching and learning materials for the Ministries of Education for use in extra-curricular settings.

JP Output 2:

- Validation workshop with Ministries of Education for Core Materials - February 2012
- Partners coordination and strategy meeting – March 2012
- Writers’ workshop to complete Core Materials – March 2012
- Validation workshop with Ministries of Education for Activity Toolkits – May 2012
- Implementation of training activities as outlined below from May-August 2012:

- a) 1 TOT training sessions with 3 local NGOs
- b) 1 TOT training sessions with 45 teacher trainers and CLC facilitators
- c) 12 training sessions with 400 teachers
- d) 4 training session with 60 NGO workers

- Follow up on training and monitoring of use of teaching and learning materials in schools

JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers

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 from May-August 2012:

- a) 4 training sessions with 40 youth master trainers
- b) 12 training sessions with young people (35 per session)
- c) 4 media workshop and local media campaign with 80 young people
- d) Implementation of 4 local media campaigns with young people

UNESCO 2012 Budget:

PROGRAMME BUDGET	ESTIMATED UTILIZATION OF RESOURCES (US\$)
CATEGORY	Year: 2012
1. Supplies, commodities, equipment and transport	\$37,744
2. Personnel (staff, consultants and travel)	\$53,301
3. Training of counterparts	-
4. Contracts	\$ 496,819
5. Other direct costs	\$927
Total Programme Costs	\$588,791
Indirect Support Costs	\$44,561
TOTAL	\$633,352

LIST OF ABBREVIATIONS

CLC -	Community Learning Centre
CSO	Civil Society Organisations
GoI -	Government of Iraq
CV -	Civic Values
KRG -	The Kurdistan Regional Government
LS	Life Skills
MoE -	Ministry of Education
MT -	Master Trainer

MoHR- Ministry of Human Rights
MoLSA- Ministry of Labour and Social Affairs
NES - National Education Strategy
TOT - Training of Trainers
UNESCO- United Nations Education, Scientific and Cultural Organization
UNESCWA- United Nations Economic and Social Commission for Western Asia
UNFPA United Nations Family Planning Association
WHO- World Health Organization

VIII. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
Outcome 1 Strengthened institutional and human capacity of the Education Sector to deliver quality education							
<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> <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>	1.2.1 Guidelines for teachers and education providers on civic values/life skills developed	0	1	50% Achieved	-Delays incurred in early development of materials owing to a range of issues which are now resolved. (change in focal points with MOE, challenges in identifying and procuring key partners, political sensitivity of topic, need for careful coordination to ensure sustainability) - Materials required before training can be	Progress reports	- Materials almost completed and undergoing validation with Ministries of Education - Implementing partners identified and contracted for implementation of all training activities in the coming 2 quarters.
	1.2.2 Number of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes	0	40	0% Achieved		Progress and training report	
	1.2.3 Percentage of trainers and trainees successfully completing post-tests	0	80 %	0% Achieved		Progress and training report	
	1.2.4 Number of male/ female school managers, teachers, and education providers trained on delivering civic values and life skills programmes	0	824	0% Achieved		Progress and training report	

	1.2.5 Number of male/ female civil society activists trained on promoting civic values/life skills	0	90	0% Achieved	implemented so training schedule delayed on account of aforementioned delay in development of	Progress and training report	
JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers 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	3.1.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	70	0% Achieved		Progress reports	- Materials almost completed and undergoing validation with Ministries of Education - Implementing partners identified and contracted for implementation of all training activities in the coming 2 quarters.
	3.1.2 Percentage of male/ female students successfully completing post-training assessment	0	80	0% Achieved		Pre and post assessment	